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ABSTRACT

The focus of the 1988 three-day Teacher Education Workshop was on the theme of preparation for the National Council for Accreditation of Teacher Education (NCATE) accreditation. Attention was limited to preparation for NCATE evaluation, a choice that grew from a recognition that the basic foundation of the profession lies in serious efforts at quality control. Papers presented at both the mini-conference and the NCATE workshop comprise the second section of this report. The third section outlines and describes group projects undertaken by the participants. The final section is devoted to individual reports presented by 10 workshop participants. The appendices includes an outline of the North Central Accrediting Association/ American Association of Colleges for Teacher Education Project and biographical information on workshop participants. (JD)

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PREPARING FOR
NCATE.

Criteria for Compliance

EXTERNAL EVALUATION

EDITED BY
DONALD W JONES

SP030949

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FORWARD

For forty-one years the TEACHER EDUCATION WORKSHOP, which has been sponsored by the North Central Association of Colleges and Schools, has provided a means through which interested institutions of higher education can work cooperatively. This joint effort has always addressed teacher education and higher education. The theme for each workshop is identified by the Teacher Education Project Committee of the North Central Accrediting Association. As has been true in each of the previous forty workshops, opportunity was provided for each individual participant to represent the home institution as a contributor to the collective efforts of the workshop. In addition, each workshopper assisted in studying the general theme of the workshop.

The general outline of the 1988-89 project year began with the residential summer workshop described in this report. The theme was researched, and written summaries of all the workshop activities are contained in the following document. This written report can, at best, provide only a partial summarization of the overall cognitive outcomes resulting from the workshop. Of equal importance and significance, moreover, was a broad array of affective encounters which every participant experienced. Arkansas State University was asked to host the 1988 workshop. The special opportunities available and the past experiences in prior NCA Workshops contributed much to the success.

Interpersonal relationships among the workshoppers and staff members made valuable contributions toward a greater understanding of the dynamics of teacher education. The hosing arrangements and social activities for workshop participants presented additional opportunities for learning.

Total success of the workshop must be attributed to the efforts of each individual workshopper. For the final production of report, I am personally indebted to Jan Gaff, Eliana Beattie, Michelle Lovell and other support personnel from the Department of Secondary, Higher and Foundations of Education at Ball State University. It was they who contributed their special skills and energies in bringing this publication to fruition.

Prior to the final editing efforts, however, much work was completed on the Jonesboro campus by Ginger Akers, Joan Gribbin, Peggy Hunt, and the faculty and key administrators. These contributions were valuable first steps.

FORTY-FIRST ANNUAL REPORT OF THE NORTH CENTRAL ASSOCIATION TEACHER EDUCATION WORKSHOP

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PART I

Introduction

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Prelude

The 41st Annual Workshop

The Drive-In Conference

PRELUDE

As we prepare to share the research efforts of the 1988-89 North Central Association/American Association of Colleges for Teacher Education Workshop a few comments regarding the structure and the methods of inquiry are presented. With a theme as broad as "External Evaluation: Preparing for Institutional Review" it became clear to the participants and to the staff that several delimitations would have to be employed.

The total number of teacher educators who would devote the major portion of three weeks in study, analysis and interpretations included twelve workshop participants, two workshop staff, and several major presenters. The following pages contain the results of the combined efforts. Accounts of the major presentations as well as the combined group efforts are included. In addition, each of the workshoppers was challenged to prepare an individual research report. The individual papers are also presented as part of this publication. While most of the individual reports do relate to the theme, selected studies are more closely related to specific campus based needs, including accreditation concerns.

After initial discussion it was determined that the focus of this 1988 Teacher Education Workshop would be upon NCATE. Being well aware of the breadth of the total teacher preparation including, it was decided that the time available and the primary interests of our group would dictate that our attention be limited to the preparation for NCATE accreditation.

This decision was not meant as a denial of other important professional functions such as guidance, supervision, administration etc. Rather, this choice grew from a recognition that the basic foundation for the profession lies in serious efforts at quality control. Therefore, the efforts of the 1987 workshop were centered on those components common to all who aspire to achieve national recognition.

As a change in typical program planning, a two-day drive-in mini-conference focusing upon institutional quality control was conducted. A total of 50 persons came to Jonesboro to participate with Dr. Thurston Manning, Dr. Patsy Thrash, Dr. James Rogers, Dr. Susan Barnes, Dr. Kerry Davidson, and Dr. John Spraggins. Found in part II of this publication are the major presentations.

Chapter One

THE 41ST ANNUAL WORKSHOP

Summer, 1988

Purposes of the Workshop

For four decades, the North Central Accrediting Association has included in its many services to member institutions a special project which emphasizes teacher education. A summer residential workshop has been the focal point throughout the 41 consecutive years of operation. With the cosponsorship of the American Association of Colleges for Teacher Education the 1988 workshop, which is reported in this publication, was designed to meet the goals and expectations of the participating institutions and the individual participants. The purposes were as follows:

1. to provide member institutions specialized information on timely topics developed and disseminated by workshop participants;
2. to enhance the professional knowledge, skills, and acquaintances of participants;
3. to develop contributions to the state of the art in teacher education.

Sponsorship

The 1988 workshop was made possible with the help of Arkansas State University, the North Central Association, and the American Association of Colleges for Teacher Education. Each participating college or university contributed to this project through a general fee of which a part was assigned to support the summer workshop. The workshop could not exist without member and participant support, and the host institution does supply an important element of logistical support. Arkansas State University provided a portion of the costs, and also provided facilities, equipment, and personnel. Various departments contributed speakers; the library contributed personnel services and complete use of facilities; and many other individuals and organizations assisted particular workshoppers.

1988 WORKSHOP PARTICIPANTS

JOANN BASS
Assistant Professor of Education
THE SCHOOL OF THE OZARKS
Point Lookout, Missouri 65726

RANDY BASS
Associate Director of Admissions
THE SCHOOL OF THE OZARKS
Point Lookout, Missouri 65726

MARY JANE BRADLEY
Professor of Secondary Education
ARKANSAS STATE UNIVERSITY
Jonesboro, Arkansas 72467

FREDDA CARROLL
Professor of Elementary Education
ARKANSAS STATE UNIVERSITY
Jonesboro, Arkansas 72467

VERTIE CARTER
Professor of Education
ARKANSAS BAPTIST COLLEGE
Little Rock, Arkansas 72200

VALERIE COLYARD
Coordinator, Vocational Teacher Ed.
UNIVERSITY ARKANSAS PINE BLUFF
Little Rock, Arkansas 72200

BARBARA JONES
Chair, Education Department
ANDERSON UNIVERSITY
Anderson, Indiana 46012

KENNETH MOORE
Professor of Education
CAMERON UNIVERSITY
Lawton, Oklahoma 73505

BILLIE JO RIECK
Chair, Professional Education
WEST LIBERTY STATE COLLEGE
West Liberty, W. Virginia 46074

JANICE SCHNORR
Professor Professional Programs
NORTHERN ARIZONA UNIVERSITY
Flagstaff, Arizona 86011

JEROL SWAIM
Academic Dean
SOUTHERN BAPTIST COLLEGE
Walnut Ridge, Arkansas 72476

JOHN ZELAZEK
Coordinator, Field
CENTRAL MISSOURI STATE UNIV.
Warrensburg, Missouri 64093

WORKSHOP STAFF

DONALD W. JONES, Workshop Director
Professor of Education
BALL STATE UNIVERSITY
Muncie, Indiana 47306

HERMAN STRICKLAND, Co-Director
Director, Professional Education
ARKANSAS STATE UNIVERSITY
Jonesboro, Arkansas 72467

PROGRAM PARTICIPANTS

Dr. Susan Barnes
William B. Travis Bldg.
Room 3-107
Austin, TX 78701

Dr. Daniel R. Beach
Director of Teacher Education
Drury College
900 N. Benton
Springfield, MO 65802

Dr. Kerry Davidson
State Board of Regents
150 Riverside Mall, Suite 129
Baton Rouge, LA 70801-1303

Dr. David Imig
Executive Secretary
AACTE
One DuPont Circle
Washington, DC 20036

Dr. Donald W. Jones
Director NCA/AACTE Workshop
Professor of Secondary Education
TC 807
Ball State University
Muncie, IN 47306

Dr. Richard Kunkel
Executive Director of NCATE
2029 "K" Street NW, Suite 500
Washington, DC 20036

Dr. Thurston Manning, President
Council on Postsecondary Accreditation
One DuPont Circle NW, Suite 305
Washington, DC 20036

Dr. Marjorie Pike
Special Assistant to the
Commissioner of Educati
100 Cordell Hull Bldg.
Nashville, TN 37219

Dr. James T. Rogers
Executive Direction
Commission on Colleges
Southern Association of
Colleges and Schools
1866 Southern Lane
Decatur, GA 30033

Dr. John Spraggins
Coordinating Board for
Higher Education
Little Rock, AR 72201-19

Dr. Herman Strickland
Co-Director NCA/AACTE Wor
Arkansas State University
Director of Professional
Education Programs
P. O. Box 6
State University, AR 724

Dr. Patsy Thrash
Director of the Commissio
Commission on Institution
Higher Education
North Central Associatio
159 North Dearborn
Chicago, IL 60601

Workshop Activities

The workshop participants and the staff chose to initiate the study and research efforts by conducting a thorough review of the report of the 1987 NCA/AACTE Workshop. This was to be accomplished by sharing the responsibilities. Workshoppers selected the section of the report The Professional Knowledge Base and NCATE Approval (Jones, 1988) as being of greatest interest. This selection process resulted in the following working committees.

Group I

Planning

What to do - When

The On-Site Visit

New Beginning

John Zelazek
Randy Bass
Fredda Carroll
Valerie Colyard
Vertie Carter

Group II

Documentation

Preconditions

Standards

Jo Ann Bass
Ken Moore
Billie Jo Rieck
Jan Schnorr
Barbara Jones
Mary Jane Bradley

The above work groups provided the in depth substantive research which related to the essential elements of national accreditation in teacher education. There are many possible avenues which must be traveled as institutions joining through the backroads and highways of accreditation. Presently there are not definitive road-maps to assist in the planning and in the journey. Therefore, the initial efforts of the 1988 NCA/AACTE teacher education workshop has been to prepare a travel guide for the NCATE sojourn.

To accomplish the goal the following schema was adopted.

I - Planning for the Process
II - Documentation
III - The Visit and Rejoinders
IV - A New Beginning

Through group sessions, individual conferences, expert presenters, and much give and take, the workshoppers acquired a much improved understanding of the "NEW" NCATE standards. These activities led to many different questions and concerns; some were very personal and local; others were focused upon much broader concerns for the future of teacher education throughout our nation.

The Ultimate Goal

In order to achieve the basic purpose of this 1988 North Central/AACTE Workshop it was mandatory for all participants to assist each other in relating our prior research regarding the knowledge base to the standards and the expectations that make up the "new" accreditation processes to be implemented by NCATE.

Initial Planning

Long before the first day of the workshop plans were taking shape. One of the early steps in the initial brainstorming sessions were to examine critical questions regarding quality control issues. Following the free-wheeling discussion the following points were used as the basis for specific program planning.

1988 NCA WORKSHOP
PROGRAM IDEAS

---- Are there general principles which guide or direct the actions of all accrediting associations?
Study guideline statements from COPA, NCATE, NCA, SAA, NASM, etc.

---- What are some of the general issues (or specific) which confront voluntary quality control associations?
Resisting governmental entanglements, inst. costs, financial health, outcome criteria, common basic information (format), etc.

---- To what extent are external evaluators trained for the tasks associated with accreditation?
Look at samples, emphasize, state and regional, and NCATE

---- What has happened to NCATE?
Review of redesign, key concepts, relation to states, number of schools, schedule, etc.

---- How are NCATE Board of Examiners prepared and how do they actually perform their roles?
Review training schedule and protocols, templates, visitation experiences

---- How does one go about determining an overall design for the entire sequence of activities associated with gaining NCATE accreditation: What's first, What's significant, How approached?
Institutional commitment to the importance, the actual time schedule, personnel and resources necessary, use of consultants, development of the "Grand Plan"

---- What specific evidence will be necessary for proof that the UNIT has met each of the standards and that each of the Criteria for Compliance have been addressed?
18 standards, 94 criteria, and other significant data

---- What special assistance can the NCA workshop staff provide for the KNOWLEDGE BASE STANDARDS?
1986 Models for Taxonomy and Generation
1987 Models for Taxonomy and Generation
1987 Guides for Preparing K.B. data

---- What are the major issues in teacher education as we look to the 21st Century as seen from a national prospective?
AACTE, U.S. Department of Education, state agencies, teachers' associations, etc.

---- How different are the expectations of the various states for program approval?
What roles have teacher education institutions had? Is it harder or easier? Are changes related to teacher weaknesses? Where are superintendents in these decisions?

Procedural Committees

In order to broaden direct participation in all aspects of the workshop, two procedural committees were established. Such organizations proved to be essential as the workshop progressed.

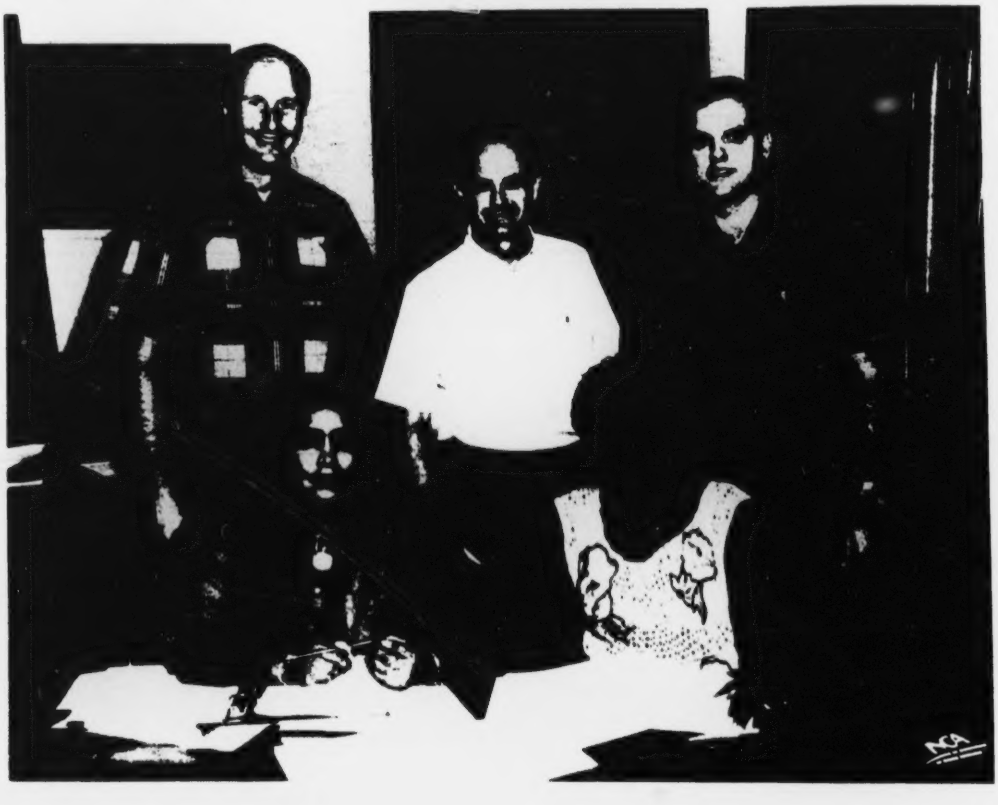
1. The Resource-Social Committee was responsible for arranging the appropriate and necessary equipment and materials for guest presenters, for the staff, and for fellow workshoppers. These individuals also provided leadership and direction for the many social functions which were held throughout the three-week

period. Among the many activities were a trip to Memphis, Tennessee and the final workshop banquet and program.

Fredda Carroll
Vertie Carter
Mary Jane Bradley
Barbara Jones

2. The Mini-Conference - Editorial Committee had two very important functions to perform. On Friday, July 22 and Saturday, July 23 a Drive-In Conference was conducted as an extension of the total three-week workshop. While the overall planning for the program had been completed, much of the final planning for group discussion, organization and assignments, etc. were designed by our committee. The actual schedules of the mini-conference as well as a listing of the participants are included in this report.

The Editorial Committee was also asked to accept major responsibility for providing guidance to the total workshop in the planning and preparation of written reports. Editorial assistance was maintained. Managing the stages involved in group word processing is no small matter.



WEEK ONE

July 18-July 24

	Monday/18th	Tuesday/19th	Wednesday/20th	Thursday/21st	Friday/22nd	Saturday/23rd
MORNING	Travel	9:00 Opening Session D. Jones 10:00 Details-Strickland 11:00 The Challenge D. Jones	8:00 PFS Write Practice Session 10:30 General Discussion	8:00 Report Purpose Individual 8:30 Dr. David Imig Executive Dir. AACTE	8:00 Knowledge Base D. Jones 9:30 Group Work 11:00 Plan for Drive-In Conference	8:00 Drive-In Program
AFTERNOON	1:00 – 4:00 Check-In Room Registration OPEN	1:00 Miscellaneous Activities 2:00 – 4:00 Planning Break 4:00 PFS Write Dr. Afak Haydar	1:00 - 3:00 "My Thoughts about NCATE" "My Thoughts about Issues of Quality in Teacher Education"	1:00 Groups Determination 3:00 Meet My School #1________ #2________	1:00 Drive-In Program 5:30 Reception President Smith	2:00 Close of Drive-In
EVENING	6:30 Welcoming Party Dean Vance Sales Home	OPEN	OPEN	OPEN	7:30 Drive-In Program Dinner	OPEN

WEEK TWO

July 25-July 31

	Monday/25th	Tuesday/26th	Wednesday/27th	Thursday/28th	Friday/29th	Saturday/30th
MORNING	OPEN	8:30 Plan for Kunkel Meet My School #6________ #7________ #8________	WORK TIME Job-Alike Interviews	8:00 Meet My School #9________ 8:30 Daniel Beach "One Man's Story of Success" 11:30 Lunch Break	8:30 Marjorie Pike "Board of Examiners"	OPEN
AFTERNOON	1:00 General Discussion 2:00 Meet My School #3________ #4________ #5________	1:30 Richard Kunkel "NCATE: Now You Have The Whole Story"	1:00 Progress Reports Individual/Group 2:00 Work Time and Job Alike	1:00 Dr. Beach To Be Determined	1:00 Field Trip to Memphis Group Work Committee Report Back	OPEN
EVENING						OPEN

WEEK THREE

AUGUST 1 – AUGUST 5

	Monday/1st	Tuesday/2nd	Wednesday/3rd	Thursday/4th	Friday/5th	Saturday/6th
MORNING	8:30 All written copy of Individual Reports due Oral Reports of Individual Projects #1,2, 3,4, & 5 11:00 Group Work	8:30 Oral Reports of Individual Projects #6,7, 8,9, & 10 11:00 Group Work	WORK TIME 10:00 D. Jones "The Knowledge Base Issue"	9:00 Group Report # 1 10:00 Group Report # 2 11:00 Group Report # 3	LAST CHANCE EDITING	
AFTERNOON	To Be Determined	To Be Determined	WORK TIME	1:00 Group Report # 4 2:00 Closing Activities Staff and Participants EXIT		
EVENING			Workshoppers Banquet Social Committee			

CHAPTER TWO

The Drive-In Conference

In order to extend the impact of the workshop in the immediate Jonesboro area, a two-day drive-in conference on "Quality Control through Voluntary Accreditation and Governmental Regulations" was conducted on July 22 and July 23. The names of the forty-six participants who had pre-registered follow.

1. Dr. Joel E. Anderson
   Vice Chancellor and Provost
   University of Arkansas at Little Rock

2. Mrs. Nancy E. Bacot
   Instructor of Elementary Education
   Arkansas State University

3. Dr. Susan Barns
   Texas Department of Education

4. Dr. Jo Ann Bass
   NCA Workshopper
   School of the Ozarks

5. Dr. Randal Bass
   NCA Workshopper
   School of the Ozarks

6. Dr. Kenneth R. Bender
   Administrative Assistant to the Dean of Education
   University of Mississippi

7. Dr. Beverly Boals
   Chairman, Department of Elementary Education
   Arkansas State University

8. Dr. Lawrence Boucher
   Dean of Arts and Science
   Arkansas State University

9. Mrs. Mary Jane Bradley
   NCA Workshopper
   Arkansas State University

10. Dr. Paul Brynteson
    Chairman, Department of HPER
    Arkansas State University

11. Dr. Fredda Carroll
NCA Workshopper
Arkansas State University

12. Dr. Vertie Carter
NCA Workshopper
Arkansas Baptist College

13. Mrs. Cindy Clark
Administrative Intern
Mississippi County Community College

14. Dr. Valerie Colyard
NCA Workshopper
University of Arkansas-Pine Bluff

15. Dr. Robert G. Culbertson
Vice President for Academic Affairs
Arkansas State University

16. Dr. Kerry Davidson
Director, State Board of Regents (Louisiana)

17. Dr. Wilbur W. Everett
Chairman, Natural Science Division
Quachita Baptist University

18. Dr. Wilbert Gaines
Professor, Department of HPER
Arkansas State University

19. Dr. Ted. R. Garten
Chair, Curriculum & Instruction Department
Central Missouri State University

20. Dr. Charles M. Hodge
Dean, College of Education
University of Central Arkansas

21. Dr. Barbara Jones
NCA Workshopper
Anderson University

22. Dr. Donald Jones
NCA Workshop Director
Ball State University

23. Dr. Kenneth Kersh
President
Arkansas Tech University

24. Dr. James F. Lovell
Vice President for Academic Affairs
Southern Arkansas University

25. Mrs. James Lovell
Vice President's Wife
Southern Arkansas University

26. Dr. Thurston Manning
President, Council on Post Secondary Accreditation

27. Dr. Eugene McKay
Vice Chancellor for Academic Affairs
Arkansas State University-Beebe

28. Dr. Darlene Miller
Dean
Anderson University

29. Dr. Kenneth Moore
NCA Workshopper
Cameron University

30. Dr. Billie Jo Rieck
NCA Workshopper
West Liberty State College

31. Dr. James Rogers
Executive Director
Southern Association of Colleges and Schools

32. Dr. M. Vance Sales
Dean, College of Education
Arkansas State University

33. Dr. Janice Schnorr
NCA Workshopper
Northern Arizona University

34. Dr. Eugene W. Smith
President
Arkansas State University

35. Mrs. Ann Smith
President's Wife
Arkansas State University

36. Dr. John Spraggins
Associate Director
Department of Higher Education

37. Dr. Herman W. Strickland
NCA Workshop Co-Director
Arkansas State University

38. Dr. Jerol Swaim
NCA Workshopper
Southern Baptist College

39. Dr. J.P. Sweat
Chairman, Department of Ed. Adm. and Secondary Ed.
Arkansas State University

40. Dr. Lois Swisher
Professor of Spanish
Arkansas State University

41. Dr. Patsy Thrash
Director
North Central Association of Colleges and Schools

42. Dr. Ron Towery
Professor of Education
Arkansas State University

43. Dr. Phillip B. Waldrop
Chairman, Dept. of Special Ed. and Speech Pathology
Arkansas State University

44. Dr. Phil Wilkerson
Academic Dean
Crowley's Ridge College

45. Dr. Sara Winstead
Administrative Assistant
Mississippi County Community College

46. Dr. John Zelazek
NCA Workshopper
Central Missouri State University

The keynote presenter for the short conference was Dr. Thurston Manning, President of the Council on Post-Secondary Accreditation. Other presenters and the titles of their speeches are included in the copy of the program which follows.

QUALITY CONTROL THROUGH VOLUNTARY ACCREDITATION AND GOVERNMENTAL REGULATIONS

The NCA/AACTE Teacher Education Project Conference

FRIDAY, JULY 22

12:00 noon - 1:00 p.m. Convocation Center	Registration
1:00 p.m. - 1:30 p.m. Convocation Center	Organization and Planning for Participant Involvement Introduction of Speakers for the entire Mini-Conference
1:30 p.m. - 3:00 p.m. Convocation Center	Participation in Problem Identification, Issue Classification, (Group Involvement and Feedback), Control Group membership by Type of School, and Nature of Concern and Positions Held. The NCA workshoppers will serve as "observers and recorders." Group Leaders will be identified from the institutions represented.
3:00 p.m. - 3:15 p.m.	Break
3:15 p.m. - 4:00 p.m.	Afternoon Wrap-up
5:00 p.m. - 6:00 p.m. President's Home	Reception for all Participants: President Smith
7:15 p.m. Convocation Center	Dinner Introduction of speaker by Dr. Eugene Smith, President of Arkansas State University. Keynote: "The Role of COPA in Fostering Meaningful Quality Control on a National Level: Successes and Challenges"--Dr. Thurston E. Manning, President, Council on Post Secondary Accreditation

SATURDAY, JULY 23

7:00 a.m. - 8:00 a.m.	Breakfast (on your own)
8:00 a.m. - 9:00 a.m. Convocation Center	Introduction of speaker by Dr. Robert Culbertson, Vice President for Academic Affairs at Arkansas State University "Regional Accreditation: Present Conditions and Future Challenges as They Relate to the North Central Association" --Dr. Patsy Thrash, Director of the Commission on Institutions of Higher Education.
9:00 a.m. - 10:00 a.m. Convocation Center	Introduction of speaker by M. Vance Sales, Dean of the College of Education at Arkansas State University "Regional Accreditation: Present Conditions and Future Challenges as They Relate to the Southern Association"--Dr. James Rogers, Executive Director, Commission on Colleges.
10:00 a.m. - 10:30 a.m.	Break
10:30 a.m. - 11:30 a.m.	Feedback/Questions/Discussion
11:30 a.m. - 1:00 p.m. New Pavilion	Luncheon
1:00 p.m. - 2:00 p.m. Convocation Center	State Legislative Mandates A Panel Report on Recent Significant Actions Texas - Missouri - Others Dr. Susan Barnes Texas Department of Education Dr. Kerry Davidson Louisiana Board of Regents Dr. John Spraggins Arkansas Coordinating Board of Higher Education ADJOURN

PART II

PROGRAM-PRESENTATIONS

Chapter Three: The Mini-Conference

Susan Barnes
Kerri Davidson
James Rogers
Patsy Thrash

Chapter Four: NCATE Workshop

Daniel Beach
David Imig
Richard Kunkel
Marjorie Pike

CHAPTER THREE

THE MINI-CONFERENCE

STATE LEGISLATIVE MANDATES: THE RECENT TEXAS EXPERIENCE

by

Susan Barnes

Senate Bill 994 was passed in Texas last year (1987) in our regular legislative session. Throughout this past year we have been going through a lot of interpretation and getting things out to the field. Those in the field have been waiting very patiently to work out the details. About three years ago a special committee was appointed by the governor. Texas had had a special committee on public education several years before which resulted in House Bill 72, which is the major reform legislation for public schools. After that legislation was in place, Texas legislators felt that there was a need for another special committee to deal with higher education. Their original charge did not specifically mention teacher education, but as the committee began work there were individuals on the committee who thought that it was very important to examine teacher education. Some of the recommendations which came out of the committee and went to the legislature a year and one-half ago dealt with teacher education. There are approximately eight items: two of them have major implications for programs and program approval. Paragraph one of the legislation deals with academic degree requirements for teaching certificates. It says specifically that a person who, after September 1, 1991, applies for a teaching certificate for which the state Board of Education prepares rules, must present a Bachelor's Degree received with an academic major or an inter-disciplinary academic major,including reading, other than education, which is related to the Texas school curriculum as defined in Chapter 21101.

No one claimed that it was a great work of literature. The key point is an academic major or an inter-disciplinary academic major will be required for a certificate in Texas after 1991. There is a very short time line.

The second paragraph is one that may have even more impact on teacher education. After September 1, 1991, no more than 18 semester credit hours of education courses at the baccalaureate level may be required for the granting of a teaching certificate by the State Board of Education. Included in the hours needed for certification the State Board of Education shall provide for a minimum number of semester credit hours for student teaching. The Board may allow by rule additional credit hours for certification of bilingual education, English as a second language, early childhood education or special education. Basically, the purpose was to limit professional education semester credit hours at the baccalaureate level to eighteen. We can argue about specific words in this legislation, but in the interpretation accepted by the Coordinating Board of Higher Education, it has definitely gone back to legislative intent. Even though the law says that the state board cannot require more than eighteen hours, the intent has been that colleges may not require more than eighteen hours. So where one might look for some wiggle room, it's really not there.

There are two agencies in Texas which are responsible for teacher education programs. The Texas Coordinating Board of Higher Education has approval of degrees, majors and courses. Texas Education Agency, because we are the certifying body of the state and working through our Commission on Standards for the teaching profession, has what we call the 87 standards for the teaching profession. Where the programs are specified and where we as an agency review the programs against the standards, the commission actually approves the programs and people can be recommended to the agency as graduates of the approved programs. On the other hand, the coordinating board works with about half the colleges approved for teacher education. We have private institutions that are not governed by the coordinating board. Our publicly supported institutions must, of course, secure both degree and course approval from the coordinating board because, there is legislation that gives them that authority when certificates are granted for any area. So our colleges now have a challenge in that they must satisfy the coordinating board and standards for teacher education.

Those who follow Texas politics know that since 1955 we have had a set of standards for programs. Because of the reform legislation, our newly appointed board of education decided that they wanted to put the new standards on hold, and they did not implement them. After a two year review process at which time we were in the midst of finally passing those new standards, Senate Bill 994 passed. So we had to incorporate the requirements for the academic major and the limitation of the 18 hours professional education into our 1987 standards. In Texas we have the 87 standards which are to be effective beginning September 1, 1989. In other words, no student will be allowed in the old programs after that date. The Coordinating Board passed in December interpretations of the effects of Senate Bill 994. Certain degrees (essentially all of those with education in the title) will not be allowed in Texas in the future. Institutions may request changes from a bachelor in education to another degree, but they will have to get that degree approved by the Coordinating Board.

Also after September 1, 1991, degree majors in education were eliminated including, among others, agricultural education, bilingual education, early childhood education, fine arts education, language arts education, social science education, etc. All of the majors that have education in the title were abolished. The real battle came with physical education, because no one knows exactly what to call physical education. A suggestion has been made that the major be kinesiology. We are now in the process of teaching everyone how to spell kinesiology.

The commission has, in fact, received program proposals from approximately six institutions. Two or three of these institutions have had a least parts of the programs approved by the Commission on Standards which means that they can not meet the new program standards.

None of the new programs have been approved by the Coordinating Board. The Coordinating Board meets on a quarterly basis and so the timeliness of this process is something that is very difficult for the colleges. The first programs will come before the Coordinating Board in October. This interpretation which led to the abolishment of degrees occurred last December 1987. The implementation deadline is September 1, 1989. Those who are on college campuses understand how difficult it is to take a course or degree plan through a college approval process and through two state agencies in such a short period of time. It has been a very difficult year for our colleges.

In looking at new programs that are coming forward, our staff has had to be extremely careful in several points. Courses that you might have been included in the old elementary degree program, for example, a mathematics course or a mathematics prefix course which is in fact a methods in teaching math in the elementary curriculum are immediately suspect. Cooperation was planned with the Coordinating Board to try to come to a common definition of what education is. It is not always very clear what "education courses" meant to the legislature. We would hear words like "if something has methodology or application it is education." Does that in fact spill over into philosophy and educational psychology.

The interpretation has been that the course content is determined by course description, and in fact sometimes we have had to look at the syllabus for a course. That is what we are taking to the commission right now, being very careful to look at courses to be sure that we don't have "wolves hiding in sheep's clothing" as the legislature believes. We are trying to be very careful when we ask colleges to determine and to tell us what they believe the eighteen hours of education are.

The Coordinating Board did give some guidelines in December for the inter-disciplinary academic major, it requires a minimum of 48 hours. If students are going into a bilingual education, special education or early childhood education, a maximum of 18 hours which must be content hours, can be allowed in that area as a part of an inter-disciplinary academic major. There can be no methodology courses in this 18 hours. If you think about programs for bilingual education, early childhood, and special education, it becomes very difficult to pull those courses out. The methodology courses must either count against the 18 hours or must be over and above the 48 hours of the inter-disciplinary major, and they will essentially extend the degree program.

The Coordinating Board has also interpreted that at the baccalaureate level a person may be certifiable with the maximum of 18 hours, which includes student teaching. The colleges that were intimately involved with the Holmes Group movement are now caught between a rock and a hard place. The interpretation of the Coordinating Board will be that the college must have a four year route if in fact it wishes to have a five year route. No institution will be approved, or we don't anticipate that the Coordinating Board will approve a five year baccalaureate program leading to certification. When approved to offer a four year route with a maximum of eighteen hours, approval may be requested to have an optional program, an alternate program that goes into more depth. That's to be decided in October, 1988. There is a special committee advising the Coordinating Board about the implementation; so we can't be sure, but it is expected that there will be problems. An extended program will not violate the 87 standards for the agency. We can approve such programs but the Coordinating Board may not be able to, so our colleges will get two sets of signals.

We have seen changes in some of the programs. The intent of the legislature is a clear one. It is in fact to improve the grounding and the content knowledge of our teachers. There was a real suspicion that our elementary teachers took more education courses than they took content courses. That's an argument that we have been having for a long time. But the intent has been to improve the content area of the teacher and to limit professional education. Without question that this is going to occur.

Texas standards were minimums, and colleges were encouraged to go beyond those minimums. They still can in the content area, however they cannot in the professional area. I think for many colleges this has created a very large problem. Simply going through the redevelopment process for all programs in such a short period of time is very difficult. We had 35,000 approved programs within 68 institutions for implementation in 84-85. They will have to resubmit all of those, and some people are just plain tired. Other people feel like they have had a real slap in the face. Rightly or wrongly they feel like the legislature has said you have not done a very good job. Some people do not agree that they haven't done a very good job. For areas of bilingual education, special education and early childhood education, there is a conflict because of our requirements of 24 hours in those areas and the Coordinating Boards' decision that you can only count 18 and no methodology courses. Such areas will be at least 6 hours longer than the other programs, and they are already shortage areas in our state. We may very well see fewer teachers going into those areas.

Obviously there has been a concern about our NCATE institutions as to whether they can meet standards. There have been some who have hoped that NCATE would be the salvation here and be much more vocal. They are not as familiar with how NCATE works and they don't understand why prouncements and statements don't come forth and say this cannot be.

For the future there is another very real concern. We don't know how our graduates will fare in other states. I don't think the legislature is quite aware of how those things work.

Finally, there are those who hope that the next legislative session will lead to some relief. I would not predict that we will have any relief. Lenders who have been in the decision making and the policy making roles in the legislature have not changed. They have been very vocal about their support and their faith in this piece of legislation, and they want it to have a chance to work. I think there are very few people who think they have discovered little cracks in the dam. I would not hold out much hope. I don't mean to be a negative. I think we are just in the midst of much turmoil in teacher education right now. It is very difficult to have a good solid, balanced view of it. We are seeing many people meeting lots of challenges, and attitudes are becoming better. In some cases we will lose programs and, in others we may see better programs.

Quality Control
in
Louisiana

by

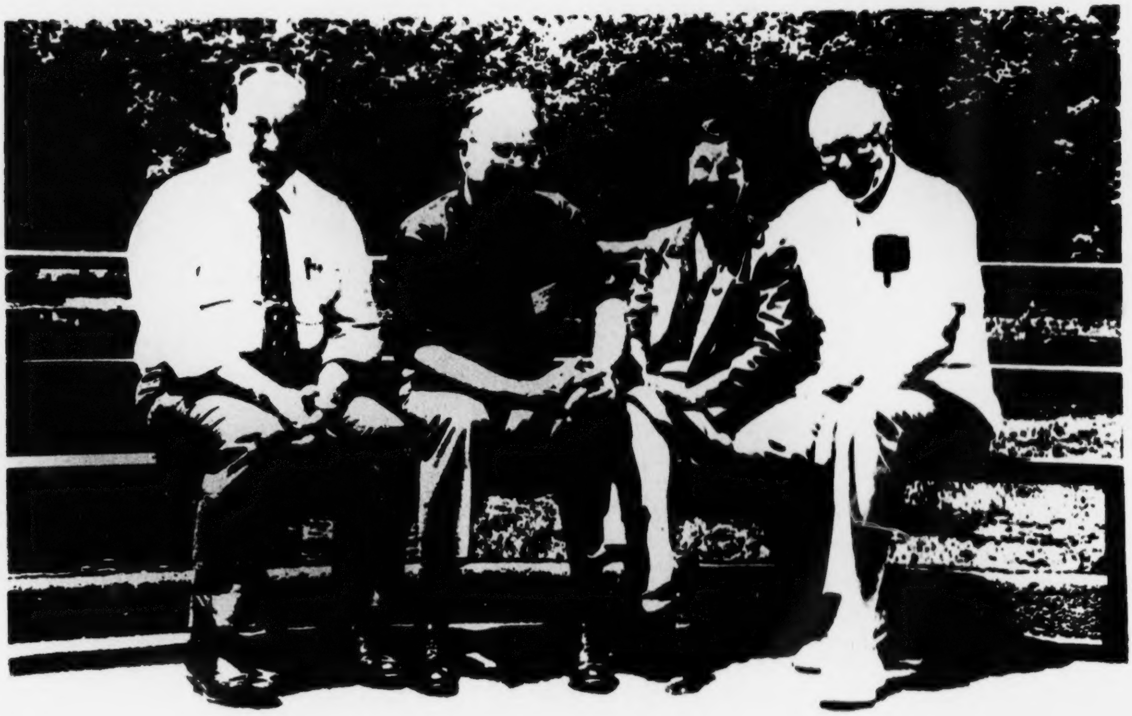
Kerry Davidson

I report, regretfully, that quality controls in Louisiana, at both the campus and statewide levels have been eroded by a sustained and pervasive economic crisis. Insufficient levels of state funding for higher education have had a dramatic negative impact on the quality of academic programs at public colleges and universities. The catalyst, of course, for the unfortunate turn of events, has been the tumbling collapse of oil prices. The quest for quality has thus become a struggle for survival. Campuses have responded with a succession of tuition increases. As a result, tuition and fees, as a percentage of the educational and general budgets, have risen rapidly. Louisiana is now changing from a state in which students have paid, historically, one of the lower shares of the educational budget, to one in which they are now paying one of the higher shares.

In the midst of this historic and fateful decline in funding, efforts of the Legislature and Governor to enhance quality have continued. One accomplishment stands above all the rest. With support from the Legislature and Governor, a Constitutional revision of 1985 funneled monies from and offshore oil settlement with the federal government into the Louisiana Education Quality Trust Fund (LEQTF) and the Louisiana Education Quality Support Fund (LEQSF). About $536 million was placed initially into the Trust Fund which is designed to continue growing. Interest from the Trust Fund and a percentage of the earnings are deposited into the Support Fund, which is earmarked exclusively for educational expenditures: 1/2 for K-12, 1/2 for higher education.

Other actions of the Legislature and Governor have impacted quality to a significant, but lesser degree. Cutoff scores on standardized tests are now required for admission into teacher education programs. A scholarship trust fund has been established, based on voluntary contributions of tax refunds. A council to promote Spanish has been formed which parallels a very active Council for the Development of French. Considerable focus is being placed on enhancement in areas pertaining to economic initiatives. Each college is now required to report annually the performance of undergraduate students from local high schools: those reuqiring remedial classes; and, those graduating.

We have also maintained our focus on the review of academic programs. Peer reviews, conducted by out-of-state consultants, from among the nation's eminent colleges and universities, have been the heart of the review process. Initial reviews have now been completed at the doctoral, master's and specialist levels. For the past three years the reviews have focused on baccalaureate and professional programs. Concurrent with these reviews, we examined general education requirements statewide. In April 1986, the Regents adopted a set of statewide requirements in general education. A total at 810 programs have been assessed at public institutions of higher education, of that number 644 (79%) were maintained, and 166 (21%) were terminated or consolidated. Of the 644 programs maintained at public institutions, 25 were commended for excellence.



Regional Accreditation: Present Conditions and Future Challenges as They Relate to the Southern Regional Association

by

Dr. James Rogers

In the Southern Regional Association we use the terms "Quality" and " Effectiveness" interchangeably. It is assumed that for an institution to be effective, it must offer quality programs and services. Assessment is a key dimension to determining quality and effectiveness.

The word assessment is often used to mean the same as quantitative measurement, outcomes assessment, or any number of other similar terms, all of which restrict its focus to one of quantitative rather than qualitative evaluation, and to one method rather than to multiple methods of evaluation. Although the word has been abused and overused to suit the purposes of the writer or the presenter over the past few years, it has held steadfast in its claim to importance in higher education and has refused to be retired as merely a "buss" word or the "jargon" of the times. After all, assessment merely means evaluation--a process directed at reaching a judgement about quality--a process which, at various levels of sophistication, has been in place for many years in most of our postsecondary institutions. However, in the past assessment was not integrated into a campus-wide planning and evaluation process. Consequently, evaluation was a fragmented effort which, in many instances, played to parochial interests at the expense of the total institution.

This, in essence, is the new challenge--or the new dimension--to assessment, namely: to evaluate the effectiveness of an institution and to use the results in a broad-based, continuous planning and evaluation process to improve the quality of the total institution. Thus, through the adoption in 1984 of new criteria for accreditation which focus on institutional effectiveness, institutional accreditation in the Southern Association (eleven southern states) is providing the impetus for 800 member colleges and universities to begin addressing this challenge in a serious and constructive way.

What was the catalyst which inspired this new direction within our commission on colleges?

In recent years regional accreditation has experienced increasing pressure to hold institutions more accountable for their educational processes. Accreditation has been criticized, especially during the last decade from within and from without for its heavy reliance on traditional evaluation measures that have focused almost exclusively on processes and resources. Much of the criticism has been legitimate, especially as new kinds of institutions have sought accreditation and as the more established colleges and universities have developed new kinds of programs and innovative delivery systems.

The leadership of the Commission on Colleges recognized some years ago that the time had come to reexamine its standards and procedures in order to determine whether new approaches were warranted. In doing so, the Commission also understood that the existing standards, which had focused on resources and processes, had stood us in good stead for many years and that it would not be in the best interest of the membership to completely abandon the old and go with something entirely new.

After conducting a survey in 1980 to determine the perceptions, of the membership about accreditation, the leadership of the commission found that the membership was quite satisfied with the current procedures, and they strongly endorsed the self-study process. However, they felt that accreditation standards should also place a stronger emphasis on the results of the educational process. and thus, with the membership's endorsement, the Commission initiated a project to revise the standards. throughout the revision effort, over 250 people, working through almost a dozen committees, helped to shape the criteria. Six seminars were held throughout the southern region to discuss the document. When the criteria were presented to the membership in 1983, it included a new section requiring the assessment of outcomes. Understandably, a significant percentage of the membership expressed concern about this new emphasis on outcomes assessment. A number of outspoken presidents disagreed with the philosophy of outcomes assessment and felt that too heavy a reliance on outcomes assessment would reduce the educational process to elements which could only be quantifiably measured. While approving the outcomes assessment approach in principle, other individuals felt that this new approach would make accreditation too bureaucratic and too costly. Thus, in response to the criticism of the membership, the Chairman of the Commission on Colleges withdrew the section on outcomes assessment and appointed a special committee to review this new thrust.

During the Spring and Summer of 1984, the review committee addressed a number of suggestions which were submitted by member institutions. The Review Committee was particularly concerned that the revised statement not be overly prescriptive and that institutions be allowed a great deal of latitude in developing individual approaches. It was also felt that there were too many negatives associated with the term "outcomes assessment" and that in its place the terms "planning and evaluation" should be used.

There appeared to be little disagreement that these terms more clearly describe what is needed. The institutional research function was incorporated into the new section because committee members felt that institutional research was a critical element in any effective planning and evaluation process. With this in mind, the committee adopted the term "Institutional Effectiveness" for this section of the criteria, incorporating planning, evaluation, and institutional research under the one umbrella term. When the new section on institutional effectiveness was presented to the College Delegate Assembly in December 1984, it was adopted overwhelmingly.

What are the Details of Institutional Effectiveness Criteria?

The new requirement on institutional effectiveness contains only five prescriptive or required statements (The fewest number of any of the sections of the Criteria). They are as follows:

1. INSTITUTIONS MUST ESTABLISH ADEQUATE PROCEDURES FOR PLANNING AND EVALUATION;
2. INSTITUTIONS MUST DEFINE THEIR EXPECTED EDUCATIONAL RESULTS AND DESCRIBE HOW THE ACHIEVEMENT OF THESE RESULTS WILL BE ASCERTAINED;
3. INSTITUTIONS WITH RESEARCH AND PUBLIC SERVICE MISSIONS MUST DEVELOP AND IMPLEMENT APPROPRIATE PROCEDURES FOR EVALUATING THEIR EFFECTIVENESS IN THESE AREAS;
4. INSTITUTIONS MUST ENGAGE IN CONTINUOUS STUDY, ANALYSIS AND APPRAISAL OF THEIR PURPOSES, POLICIES, PROCEDURES AND PROGRAMS; AND,
5. INSTITUTIONS MUST REGULARLY EVALUATE THE INSTITUTIONAL RESEARCH FUNCTION.

There are a number of statements in the institutional effectiveness section which suggest what an effective planning and evaluation process should include:

1. BROAD-BASED INVOLVEMENT OF FACULTY AND ADMINISTRATION;
2. THE ESTABLISHMENT OF A CLEARLY DEFINED PURPOSE APPROPRIATE TO COLLEGIATE EDUCATION;
3. THE FORMULATION OF EDUCATIONAL GOALS CONSISTENT WITH THE INSTITUTION'S PURPOSE;

4. THE DEVELOPMENT OF PROCEDURES FOR EVALUATING THE EXTENT TO WHICH THESE EDUCATIONAL GOALS ARE BEING ACHIEVED; AND,

5. THE USE OF THE RESULTS OF THESE EVALUATIONS TO IMPROVE INSTITUTIONAL EFFECTIVENESS.

The very last paragraph of the subsection on planning and evaluation, however, very clearly indicates that, "the appropriateness of any evaluation procedure depends upon the nature of the institution and the institution's goals for instruction, research, and public service." Furthermore, the section states that "the commission on colleges prescribes no set of procedures for use by an institution and recognizes that an effective program to evaluate institutional effectiveness will usually require the use of a variety of procedures." Thus, the section on institutional effectiveness, while requiring institutions to adopt planning and evaluation processes, allows institutions the freedom and flexibility to develop these processes in accordance with their own goals--without restriction and without prescribed data-collection methods. While it provides guidelines forimprovement, the section imposes no specific performance standards, nor does it mandate any particular approach to planning and evaluation.

What Can Be Expected from the New Thrust?

As articulated in the Council on Postsecondary Accreditation's self-study document, we in accreditation live by a fundamental assumption that accreditation is an educational vehicle to further the highest possible quality in all of the programs of our colleges and universities.

All educators are familiar with secretary Bennett's calls for proof that colleges are doing their job. Interestingly enough, he propose that accrediting bodies also be judged basis of their effectiveness in policing the performance of colleges on learning outcomes as distinguished from instructional inputs.

There are few university faculty who have not been touched, either directly or indirectly, by some of the proposed reforms coming out of the respective legislatures dealing with higher education. A good number of these are directed at lease in part, toward what the legislatures call "getting their money's worth" for tax payers.

There is a substantial nation-wide interest in better documentation of the learning outcomes of the college experience, including pressuring the accrediting authorities to assume a greater role in assessing and evaluating the effectiveness of colleges and universities as teaching institutions as well as in the overall evaluation of the college degree itself.

What is the Accreditation Association's Role in Helping To Achieve These Goals? Can Accreditors Encourage Quality Without Being Intrusive?

A series of workshops has just been concluded in the Southern Region. During this series, the concept of effectiveness and how one might use our new effectiveness manual in complying with the requirements of our new section III dealing with institutional effectiveness was explained. At one of the workshops the following questions were examined.

- WHY SHOULD WE EXIST?

- WHAT DO WE DO THAT IS WORTH THE EXPENDITURE OF STUDENTS, STAFF, AND PUBLIC RESOURCES?

- WHAT DO WE DO THAT IS DIFFERENT FORM--OR BETTER THAN--THE COMPETITION?

- WHAT ARE OUR MOST ESSENTIAL FUNCTIONS?

- WHAT PROGRAMS OR SERVICES ARE WE TEACHING OR PROVIDING THAT ARE SO IMPORTANT THAT OUR STUDENTS OR THE COMMUNITY CANNOT AFFORD TO BE WITHOUT THEM?

- WHAT SHOULD OUR STUDENTS BE ABLE TO DO WHEN THEY COMPLETE OR GRADUATE?

- FOR WHAT ARE WE WILLING TO BE ACCOUNTABLE?

Perhaps the main benefit of on-going assessment to institutions and especially to faculties is this: It holds considerable promise for encouraging faculties to exercise collective responsibility in determining the goals of the major, designing the courses and course sequences that meet these goals, and devising exercises that will determine the extent to which students are meeting these goals.

Such an exercise can only produce positive responses from legislators and others who might be critical of requests for additional funding not tied to performance indicators.

In the institutional effectiveness workshops, much was said about the criteria, but we also discussed what the criteria on institutional effectiveness do not say. Some of the points follow:

1. THEY DO NOT INCLUDE A PROCESS DESCRIBING HOW AN INSTITUTION MUST DO PLANNING AND EVALUATION.

2. THEY DO NOT SAY THAT ALL INSTITUTIONS MUST PRACTICE MBO--OR PPBS OR ANY OTHER PARTICULAR SYSTEM--OR THAT THEY MUST OVER-RATIONALIZE OR TRIVIALIZE THE EDUCATIONAL PROCESS.

3. THEY DO NOT SAY THAT WE MUST "MEASURE EVERYTHING THAT MOVES." OR ADMINISTER THE ACT COMP., OR THAT QUANTITATIVE EVALUATION IS MORE DESIRABLE OR MORE CREDIBLE THAN QUALITATIVE EVALUATION. (THEY DO NOT EVEN ARGUE THAT EVERYTHING OF SIGNIFICANCE CAN BE ASSESSED.)

4. WHILE THEY REQUIRE THAT WE ENGAGE IN ONGOING INSTITUTIONAL RESEARCH AND ASSIGN ADMINISTRATIVE RESPONSIBILITY FOR THAT FUNCTION, THEY DO NOT MANDATE ESTABLISHMENT OF AN OFFICE OR POSITION EXCLUSIVELY DEVOTED TO THE INSTITUTIONAL RESEARCH EFFORT.

5. THEY DO NOT ESTABLISH PERFECTION AS THE CRITERION AGAINST WHICH EFFORTS WILL BE JUDGED. EVEN IF WE KNEW WHAT PERFECTION WAS, WHICH WE DON'T.

6. THEY DO NOT SAY IN ANY REALLY DEFINITIVE WAY WHAT CONSTITUTES ADEQUATE PLANNING AND EVALUATION. WHAT IS ADEQUATE DEPENDS GREATLY ON THE PURPOSES. RESOURCES, AND UNIQUE CIRCUMSTANCES OF INDIVIDUAL INSTITUTIONS.

Also discussed were some assessment hazards to be avoided.

1. THE ASSUMPTION THAT THE RESULTS OF EDUCATION SHOULD BE ESSENTIALLY THE SAME AT ALL INSTITUTIONS AND FOR ALL INDIVIDUALS,

2. ALLOWING THE DEMAND FOR ACCOUNTABILITY TO PREEMPT HONEST SELF-EVALUATION AND EFFORTS TOWARD IMPROVEMENT-EVALUATION VS. ACCOUNTABILITY,

3. ALLOWING AN EMPHASIS TO BE PLACED ON THAT WHICH IS EASIEST TO ASSESS,

4. GIVING ATTENTION ONLY TO QUANTITATIVE METHODS AND INFORMATION,

5. CONFUSING ASSESSMENT WITH TESTING,
6. ADOPTING STANDARDIZED TESTING INSTRUMENTS WITHOUT CRITICALLY EVALUATING THEM IN TERMS OF INSTITUTIONAL PURPOSE AND CURRICULUM,
7. RELYING ON A SINGLE OR "UNACCOMPANIED: STATISTICS,
8. USING THE RESULTS IN A PREDOMINANT PUNITIVE WAY,
9. NOT USING THE RESULTS.

What Challenges-Remain?

-EXPLAINING CONCEPT TO MEMBERSHIP

-TRAINING CHAIRMEN AND VISITING COMMITTEE MEMBERS

-WITHSTANDING PRESSURES FROM SPECIAL INTEREST GROUPS

-PREVENTING (OR ENCOURAGING) COMMITTEES AND INSTITUTIONS FROM "GOING OVERBOARD" - "$250,000 TO DO STUDY"

-MODIFYING ATTITUDES- EVALUATION VS ACCOUNTABILITY

The institutional effectiveness initiative is still very new. There is evidence of a meaningful impact upon several schools. But there remains much to be accomplished. Following is a list of positive outcomes and continuing challenges.

Selected Successes

1. PURPOSE STATEMENTS ARE BEING REEVALUATED AND RESTATED MORE REALISTICALLY. PURPOSE STATEMENTS ARE BEING VIEWED AS BEING MORE IMPORTANT. MEASURABLE GOALS ARE BEING DEVELOPED.
2. ENTIRE OPERATIONS ARE BEING REVIEWED MORE FREQUENTLY AND MORE SYSTEMATICALLY. A MORE BROAD-BASED INVOLVEMENT.
3. DECISIONS ARE BEING MADE WHICH WILL RESULT IN BETTER AND MORE EFFICIENT USE OF RESOURCES AND PEOPLE.
4. THERE IS INCREASING CONCERN AT ALL LEVELS FOR IMPROVED EFFICIENCY AND INCREASED VALIDATION OF EFFECTIVENESS.
5. MORE EMPHASIS IS SHOWN FOR HONEST PLANNING-A PROCESS, NOT JUST A PLAN.

What Has Been Learned?

Russell Edgerton, President of AAHE, in his address to the AAHE assessment conference in June 1987 quoted Daniel Yankelovich's view that public issues tend to go through cycles. First there is a consciousness-raising phase, a time when we become aware that a problem exists. Then there is the phase he calls the "working through phase" when the issues become clarified, and the implications understood. Finally, there is the phase when we settle into a common judgment that dictates a course of action.

Edgerton observed that in the area of assessment, campuses and states are currently in the "working-through process" phase. One question Edgerton posed is, "How are we going to use this time?" At the moment, the campus engagement with assessment is a mile wide and an inch deep. Are we going to regard assessment as an issue to finesse--to dispose of as quickly as possible? Or, are we going to take it to the level it deserves--and deal with the deeper questions about the evaluation of effectiveness and the use of findings to improve the quality of higher education?

A Few Final Thoughts

1. THE PUBLIC IS AGAIN REDISCOVERING THE IMPORTANT ROLE THAT EDUCATION MUST PLAY IN OUR NATION'S FUTURE.
2. WITH THIS "WAVE" OF INTEREST AND SUPPORT, UNLIKE THOSE IN THE PAST, THERE WILL BE GREATER DEMANDS FOR US TO JUSTIFY THE FINANCIAL INVESTMENTS AND VALIDATE OUR PERFORMANCE.
3. THE PUBLIC WILL EXPECT EVEN GREATER INITIATIVES FROM US IN POLICING OURSELVES AND INSURING THAT EVERY GRADUATE RECEIVES NOT JUST A MINIMAL EDUCATION, BUT A SUPERIOR ONE.
4. VOLUNTARY ACCREDITATION, OUR OWN EFFORTS AT POLICING OURSELVES, SHOULD NO LONGER FIND MINIMAL STANDARDS ACCEPTABLE, BUT SHOULD ENCOURAGE INSTITUTIONS TO STRIVE FOR INCREASED LEVELS OF QUALITY AND ACCOUNTABILITY IN ALL AREAS.
5. WE HAVE A LONG WAY TO GO, BUT IN THE SOUTHERN ASSOCIATION MECHANISM IS IN PLACE TO HELP US ACHIEVE GREATER LEVELS OF QUALITY.

EVALUATION AND ACCREDITATION: AN INTERACTIVE PROCESS FOR INSTITUTIONAL IMPROVEMENT

by

Dr. Patricia A. Thrash

I am pleased to join you for your conference on Quality Control Through Voluntary Accreditation and Governmental Regulations. You have asked me to speak on present conditions and future challenges facing the North Central Association's Commission on Institutions on Higher Education. I know that you are especially interested in the impact of current assessment trends on the accreditation of colleges and universities in the coming decades. In my presentation I want to provide an overview of the accrediting process, emphasize the interrelationship of all the Commission's criteria, and then speak to two equally important areas - demonstrating institutional effectiveness (educational outcomes, student achievement) and encouraging institutional improvement (planning for continuing effectiveness, applying the results of the self-study process).

Accreditation: an interactive process for institutional improvement

Accreditation, which is both a process and an outcome, has as its purposes institutional improvement and public certification that the criteria for accreditation are met. For the North Central Association's Commission on Institutions of Higher Education, an institution to be accredited must meet the General Institutional Requirements and the Evaluative Criteria. The five General Institutional Requirements, most recently revised in August 1987, relate to mission and authorization, educational programs, institutional organization, financial resources, and public disclosure. They are quite specific, and an institution can usually document easily and briefly that they are met. The four Evaluative Criteria demand more comprehensive analysis and evaluation to determine that they are met; and they usually serve as the framework for an institution's self-study process and the organizing element for its report. The criteria relate to the clarity and appropriateness of institutional purposes, the adequacy of resources and the effectiveness of their organization into educational and other programs for the accomplishment of the institution's purposes; the evidence that the institution is accomplishing its purposes; and the promise that the institution can continue to accomplish its purposes.

My thesis is that, to achieve maximum benefit form the evaluation/accreditation process, institutions should view it as an interactive effort between the institution and the accrediting commission. The institution which is an active participant in the process gains more significant and enduring benefits from it. It is important to remember at the outset that the Commission is its member institutions. The Commission has a small professional and support staff. Its work is accomplished by representatives of member institutions who serve as consultant-evaluators; commissioners-at-large who serve in the review processes; and the fifteen executive commissioners (12 representatives of member institutions and three public representatives) who make the final accrediting decisions. One obligation of membership in the Commission is the periodic self-study and evaluation required of every institution. Another obligation, I like to think, is the opportunity for institutional representatives to serve the Commission as consultant-evaluators and commissioners.

The Commission's expectations for the evaluation/accreditation process are that it:

1. is built into the institution's ongoing evaluation and planning efforts;
2. is a genuine self-study effort endorsed by the institution's CEO and involving many members of the academic community;
3. begins with a plan;
4. focuses on the institution as a whole;
5. is an evaluative rather than a descriptive process;
6. yields a report documenting the findings of the self-study effort, showing that the criteria are met but, also and most important, showing that the institution has completed a critical self-analysis with identification of strengths, concerns, and plans for improvement.

The institution's self-study report is the basis for the on-site evaluation. It provides the evidence to be validated by the Commission through the on-site evaluation. It is the institution's "brief," its case for accreditation.

The commission's evaluation/accreditation process is designed so that an institution can be an active participant in the process and not a passive recipient of it. There is an opportunity for the institution to interact with the Commission during all important phases of the process.

1. The Commission notifies the institution of its scheduled evaluation and requests information; the institution provides information on suggested team skills and dates for the visit and reviews the proposed team.

2. The Self-Study Institute during the Annual Meeting provides opportunities for institutions and staff to interact, and institutional representative to learn from each other.

3. The institution develops, submits a self-study plan; the staff reviews, comments.

4. The self-study process and development fo the report can involve institution-staff interaction, including exchanges of correspondence, phone calls on the WATS line, institutional representative visits to the Commission office and a staff visit to the institution; staff reviews and comments on the draft report.

5. The self-study report and the visit provide the primary opportunity for institution-commission interaction. The self-study reprot is the basis for the evaluation. The team visit is a time of significant exchange of ideas and information, advice and suggestions. The team writes a report confirming the criteria are met, offering suggestions for improvement, and recommending action by the commission.

6. The institution reviews the draft report for errors of fact and responds to the final report, which is part of the official record of the visit.

7. The institution (except for institutions applying for initial accreditation or on probation) chooses the review process it prefers (Review Committee or Reader Process) and responds to that process.

8. The Commission acts. Ideally, institutional self-study continues as the institution implements the plans for institutional improvement resulting from its self-study effort.

I have tried to demonstrate here that at every point in the evaluation/accreditation process the institution has an opportunity to contribute to and comment on that process. Though the Accrediting Commission has as a major purpose the accrediting decision which certifies to the public that an institution meets its creteria, its second and equally important purpose is to encourage institutional improvement. This is accomplished by the exchanges between the team and the institutional representatives during the on-site visit and also by the separate section in each team report devoted to advice and suggestions bot related to the institution's accreditation. The Commission sees this aspect of the evaluation as increasingly important. We encourage institutions to select special areas where they desire improvement, to give special emphasis to those areas, and to invite teams to provide special advice and consultation on these aspects of the institution.

Evaluating for quality and effectiveness: the Commission's criteria

Everyone is aware of the current emphasis on educational quality and institutional effectiveness. The Council on Postsecondary Accreditation addresses the issue of what constitutes educational quality in Educational Quality and Accreditation: A Call for Diversity, Continuity and Innovation (1986, page 4) and concludes that:

> The quality of an educational process relates to: 1) the appropriateness of its objectives, 2) the effectiveness of the use of resources in pursuing those objectives, and 3) the degree to which objectives are achieved. Without a clear statement of what education is expected to provide, it is not possible to determine how good it is. Goals and objectives must be specified in relation to the kind and level of education and to the programs and institutions in which that education takes place...
>
> Judging quality is not easy. It cannot be reduced to quantitative indices or formulas. Such judgements are made by gathering appropriate information about an institution or program and by having knowledgeable people appraise it. This is the essence of the accreditation process.

Because of the increased attention to educational outcomes/effectiveness and educational quality, I was especially interested in learning how accrediting commissions approach these topics in working with institutional evaluations. In 1984 and again in 1986 for the Council on Postsecondary Accreditation I surveyed the regional and later all institutional and selected professional accrediting agencies concerning their interest and involvement in these areas. These findings were presented at COPA's 1984 and 1986 professional development meetings. A report of the two surveys is also scheduled for publication in the

Spring North Central Association Quarterly. I include here some of the findings which relate to evaluating for quality and effectiveness.

Using a working definition of educational outcomes as "evidence of institutional effectiveness; any results or consequences/impacts of an educational institution and its programs," I developed a series of questions which I asked accrediting directors. I found that all the agencies surveyed provide specific references to outcomes measurement and/or the need for identification and measurement of outcomes in commission standards or criteria for accreditation.

I found general agreement among the respondents that "outcomes" are an important part of the demonstration of an institution's effectiveness, but that they are but one part of an overall assessment that must be made to determine whether an institution meets the commission's criteria. The interrelatedness ofall components is stressed in making a determination about an institution's accreditability: the clarity and appropriateness of an institution's or program's purposes; the adequacy of human, financial, and physical resurces and programs and their organization for the accomplishment of those purposes; the evidence that those puposes are being achieved (results, outcomes, evidence of effectiveness); and the indication that, along with a planning process, there are resources and processes in place that suggest the institution/program can continue to accomplish its purposes.

There is in the responses a widespread indication that instruments are important tools for identifying and measuring certain kinds of outcomes, specifically in the area of student achievement. But there are also many cautions that tools alone are not enough, that professional judgment is required to review evidence and confirm quality.

Here are the most significant findings from the surveys:

1. Outcomes measurement or evaluation of institution and program effectiveness is an integral part of program/institutional accrediting agency expectations for their evaluations, as expressed in their criteria, documents, self-study institutes, and evaluator training programs.

2. Expectations for "educational quality" are pervasive in accrediting commission documents, but definitions of educational quality arfe less frequently offered.

3. While some accrediting commissions have in their documents implicit or explicit references and requirements concerning accountability, others express reservations about incorporating into their materials the concept of public accountability.

4. Accrediting commissions offer a mixed response concerning whether there is or ought to be a relationship between outcomes measurement and public accountability, and whether oucomes and accountability should be viewed as related to educational quality. Officials endorse cooperative relationships with state agencies wherever appropriate, so long as such relationships do not threaten institutional autonomy or impinge upon accreditng associations' rights to make professional judgments about the quality of member institutions and programs.

5. Accrediting commission officials express caution about too narrow definitions of outcomes and the misuse of instruments to measure competence; they support outcomes as one important aspect of documenting institutional and program effectiveness, but stress the interrelatedness of outcomes and other criteria that must be applied in making an accrediting judgment: purposes, resources, organization, programs, promise of continuing effectiveness.

The interrelatedness of the Commission's criteria

It may be helpful to look now in some detail at the Commission's four criteria, showing how they relate to each other. I will give particular emphasis to the third evaluative criterion on outcomes, using some of the information from my first survey; but I will also suggest new emphasis on the fourth evaluative criterion as a means of encouraging institutional improvement.

The Commission has four evaluative criteria for accreditation. Each is important, and all are related to each other. They constitute that interesting dynamic which accrediting agencies have set as a measure of excellence for institutions over the years. Mission and purposes are always primary; they are thge context out of which all else flows. Resources and processes are essential components, as they create the basis for institutional effectiveness.

Achievement and results are needed to document institutional success. Planning for improvement in the future is more important than ever if the institution is to survive and flourish in difficult times. These words ofart in the accreditation process emphasize the interrelationship of the accreditation criteria; and they are the words of the eighties, stressed again and again. And they are appropriate words for the 1990's as well.

The commission's criteria are discussed.

1) The institution has clear and publicly stated purposes, consistent with its mission and appropriate to a postsecondary educational institution.

This fundamental criterion embodies the Commission's philosophy of judging an institution on the basis of its own purposes, so long as they are appropriate to a postsecondary educational institution. The same criteria are used for all North Central postsecondary institutions, from a vocational-technical institute granting certificates only to a comprehensive doctoral university.

2) The institution has effectively organized adequate human, financial and physical resources into educational and other programs to accomplish its purposes.

This criterion focuses on whether an institution has the necessary (adequate) resources appropriately (effectively) organized into its educational and other programs so that it can be expected to accomplish its purposes.

3) The institution is accomplishing its purposes.

This criterion focuses on the purposes of the institution as a whole and asks for a judgment of what is actually being accomplished at an institution. This criterion is currently under the most scrutiny because of significant national attention on outcomes and quality. The Commission sees outcomes as larger than educational outcomes; it is any results or consequences of an educational institution and its programs. An institution must develop measures to provide evidence that it is, in fact, accomplishing its purposes. To address this criterion most effectively, it is necessary to define, measure, confirm and document purposes and their accomplishment.

Institutional effectiveness has to do with the total range of influences which bear on a student's growth. We need to study how each facet of the institution contributes to those experiences, considering such elements as the quality of student achievement, the quality of administrative and educational services, the quality of istitutional life, and the quality of contribution to outside communities.

Categories for measurement of institutional effectiveness/educational outcomes observed in a variety of institutional self-study reports include:

a. Student academic achievement in institutional programs

Standardized tests measuring mastery of subject matter, skill development:

ETS' Undergraduate Assessment Program (no longer published)
ACT's College Outcomes Measures Project
Council of Graduate Schools instruments
Graduate Record Examination
Program area examinations, such as CPA exams

Institution-designed instruments:

Entrance and exit tests, pre-posting testing, long-term studies
Comprehensive examinations required for graduation

b. Effectiveness of institutional environment

Standardized tests:
ETS: Institutional Goals Inventory, Institutional Functioning Inventory, Community Colleges Goals Inventory, Small Colleges Goals Inventory, Student Instructional Report, Student Reactions to College
ACT: Student Opinion Survey, Withdrawing/Nonreturning Student Survey, Alumni Survey

Institution-designed instruments to measure:
students' acceptance in graduate and professional schools
placement of students in employment after graduation
student perception of undergraduate experience as freshmen/seniors, with followup three years, eight years after graduation to determine institution's long-term impact
alumni support and loyalty

c. Other measures of effectiveness:

records of transfer students
results in licensure examinations
attrition studies
alumni achievements
community support-giving, scholarships
grant and foundation support
student recognition in academic competitions, athletic, theater, and other activities
quality of faculty through student, peer, administrative evaluation
quality of institutional research, faculty publications, professional contributions
quality of administrative organization, financial and physical resources as evidenced in use of NCHEMS, HEMI, NACUBO, institution-constructed meausres
evidence of ongoing program of institutional assessment, evaluation, planning

Let me emphasize these points about outcomes assessment:

a. All of a commissions's criteria are important, and they are interrelated. Mission is primary; adequacy of resources, organization, programs is essential, along with educational outcomes, in determining institutional effectiveness and providing evidence that effectiveness will continue. Therefore, the other criteria are not eliminated with a growing emphasis on outcomes; all must be incorporated in making a judgment about an institution's accredibility.

b. Educational outcomed are directly tied to the institution's statement of its purposes and goals, so a clear assessment of those goals is essential. Purposes need to be clear and assessable-broken into a series of measureable goals--before we can determine the data needed to document whether and to what degree an institution's purposes are being achieved.

c. Demonstration of achievement of outcomes is difficult. Institutions should avoid and elaborate system of measurement that places such high demands on faculty, staff, and institutional resources that it is too costly and therefore becomes nonproductive. But institutions should not neglect measurmenment of outcomes because it is difficult or because in the judgment of some it is deemed unnecessary. It must be done.

d. Three verbs--define, measure, and confirm--provide a structure for the assessment of outcomes. The basic questions are: What is being accompolished? How does the institution demonstrate that it is being accompolished? Are the accompolishments appropriate to the institutions's purposes?

Identifying, measuring, and documenting educational outcomes can be important to institutions for these reasons:

It helps institutions be more aqare of consequences/impacts of what they do;

it improves planning and resource allocations at all levels;

it is increasingly used by state governing boards and legislatures as part of mandated procedures for program review, approval, funding of public institutions;

it provides more accurate information for consumers;

it is valuable to private institutions in building effective recruitment and retention programs in times of intense competition;

it demonstrates institutional success which increases effectiveness in obtaining grants and other funding;

it encourages institutional improvement for its own sake;

it assists in the recruitment of appropriate faculty;

it serves students by accurately indicating what they can expect

it promotes accountability.

4. The institution can continue to accompolish its purposes.

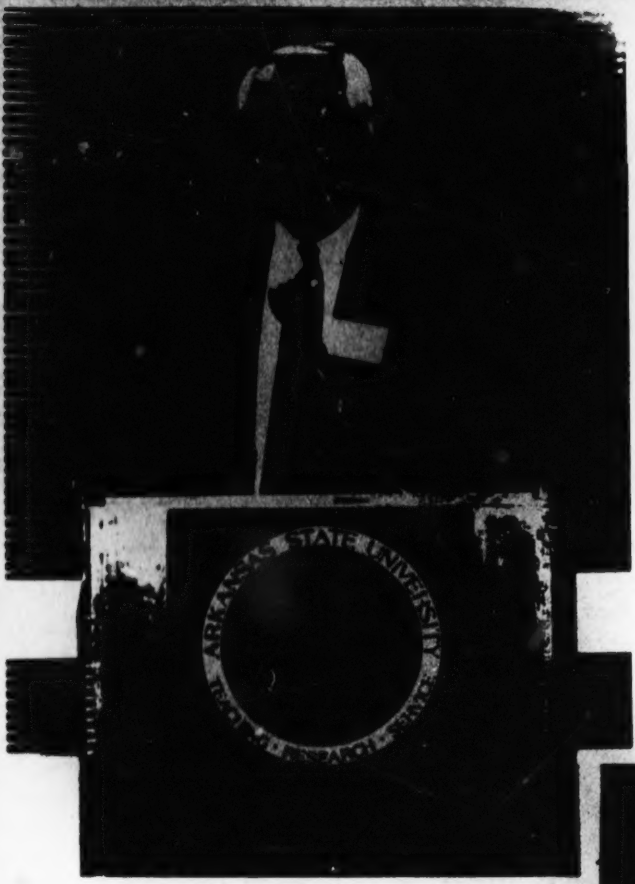
This criterion speake to the institution's potential for continuing effectiveness, considering such elements as its past and present strengths, the results or findings of the self-study which ideally lead to a plan of action for institutional improvement; and the incorporation of that plan into the institution's ongoing planning processes to ensure its effectiveness.

I have come to believe that we should put much more emphasis on this criterion, making it unique and distinctive. This can be the "culminating criterion," whereby the institution has an opportunity to demonstrate that it has comnpleted and assessment, that it has clearly analyzed itself and has developed plans for improvement to maintain its strengths and correct its concerns; and that these plans are now incorporated into its ongoing planning process. In other words, one direct outcome or result of the self-study process is a plan for institutional improvement.

Conclusion

We say that the Commission has two purposes - public certification of institutional quality and assisting institutions in the improvement of their educational quality. I have attempted to demonstrate that the Commissions's criteria are integrally related to evaluating for quality and effectiveness, and that they encourage institutional improvement. I have emphasized that evaluation/accreditation is an interactive process in which the institution and the Commission work cooperatively toward the goals of achieving educational quality and institutional effectiveness and planning for institutional improvement. Underlying all of institutional evaluation is the need for ongoing evaluation as well as the need to respond continuously to and incorporate outcomes of the process into the institutions's ongoing plans for improvement. We need to ask what are the impacts of evaluation/accreditation on the overall institutional operation, planning, resource allocation, and institutional direction.

A question that I like to ask institutional representatives at the conclusion of their evaluation process is, "What difference did it make?" The institution that gains the most from the evaluation/accreditation process goes beyond what I call the "plink/plank/plunk" approach (a perfunctory identification of strengths, concerns, plans) to develop a concrete and significant set of findings that can then be incorporated into a plan of action and folded into the institution's ongoing plans for improvement. The Commission expects institutions to obtain results that will be useful, and to apply them. That is the key to meaningful institutional evaluation. If you-the institution-and we-the accrediting commission-work cooperatively throughout your evaluation effort, you can achieve the most positive results.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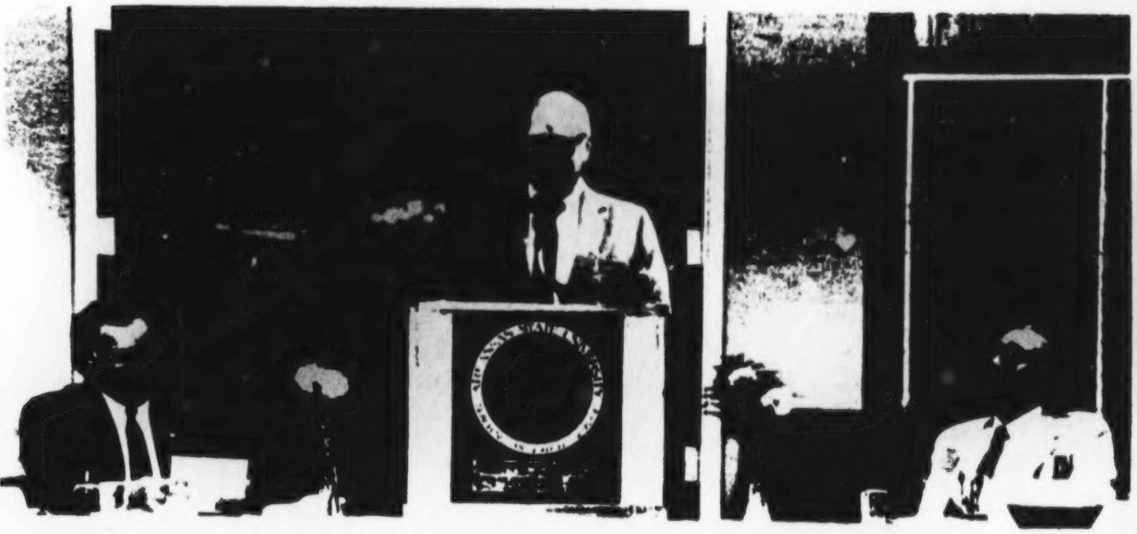
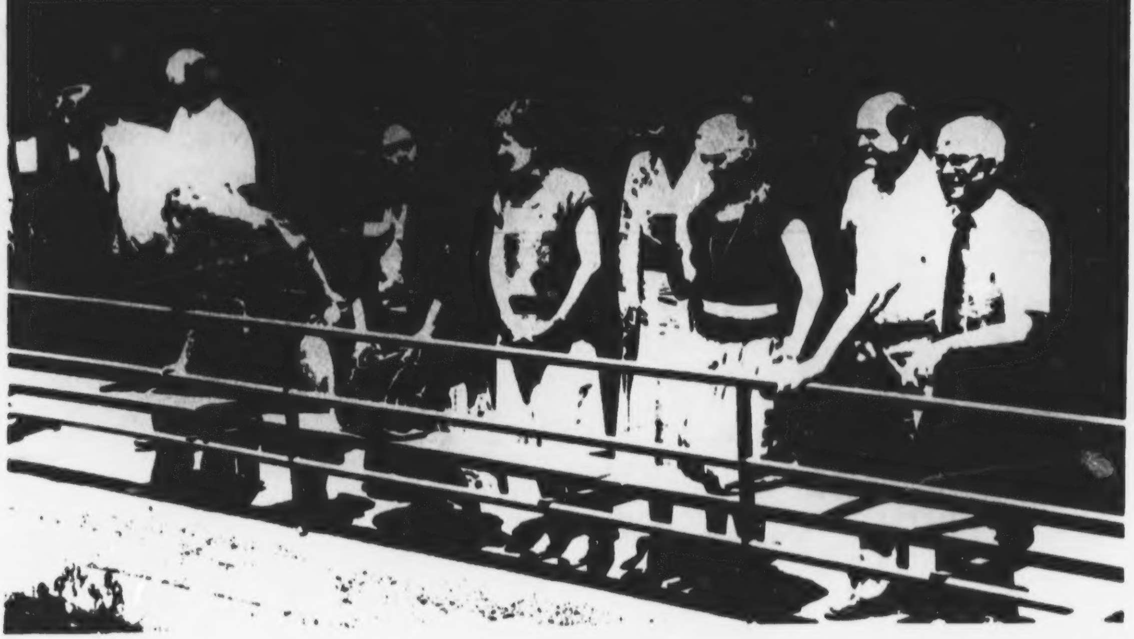
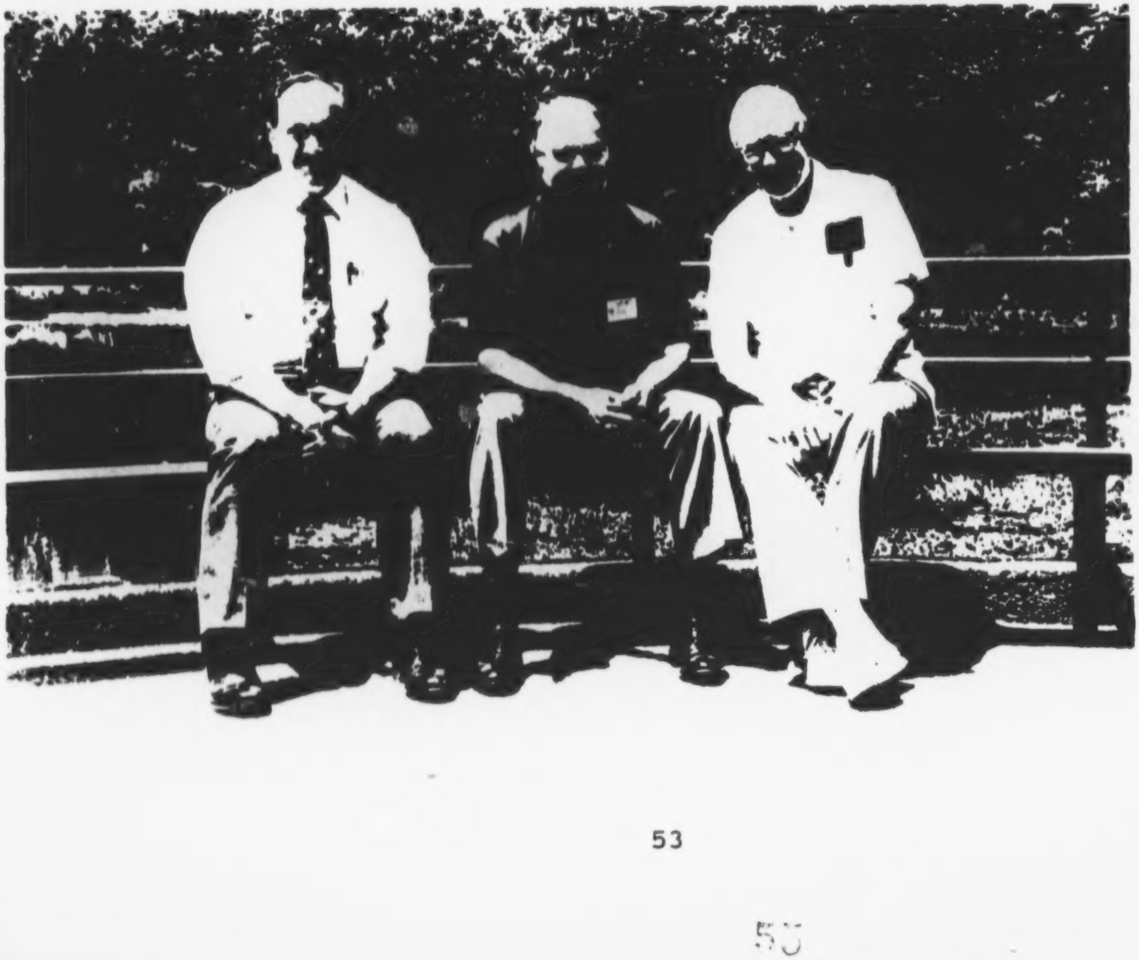






CHAPTER FOUR

THE NCATE WORKSHOP PRESENTATIONS

"PREPARING FOR NCATE ACCREDITATION"

by

Dr. Daniel R. Beach

The revised NCATE standards reflect nationally accepted criteria based upon research and recognized professional best practices, and they provide a method for systematic improvement of teacher education programs. The resources devoted to meet the revised NCATE standards represent an investment in America's educational future. Stronger, more effective teacher education programs help strengthen our public schools and make America more competitive in the world market place. Keeping a view of the larger purposes of preparing for an NCATE accreditation visit helps sustain the commitment of all who are involved in the process.

The teacher education unit should designate one faculty member to serve as coordinator of the NCATE accreditation process for the institution. The various tasks and sections of written reports should be assigned in writing to individual faculty members with due dates for submission of draft documents. The faculty member designated to coordinate the NCATE accreditation process should be given a reduced teaching load and secretarial assistance. The coordinator should also attend workshops and regional conferences related to preparing for the NCATE accreditation visit, develop a network with other teacher education units involved at a similar stage in the NCATE accreditation process, and establish a library related to the knowledge base for teacher education.

A consultant who is familiar with NCATE standards, effective procedures for writing the institutional reports and program folios, and can provide guidance in resolving problems related to meeting specific NCATE standards and criteria of compliance is a valuable resource. In the process of helping the institution correctly interpret and demonstrate compliance with the NCATE standards, the consultant is helping to develop a stronger teacher education program within the institution.

All faculty members and administrators associated with the teacher education unit should read the booklet published by NCATE entitled Standards, Procedures, and Policies for the

Accreditation of Professional Education Units. The faculty should plan meetings on a periodic basis (at least once each week) to discuss whether the unit presently meets the standards and criteria for compliance, identify the supporting evidence needed to document compliance, and identify the standards and criteria of compliance which are not met or may be met with weaknesses. These discussions should generate a list of concerns and recommendations for corrective actions regarding the teacher education unit's ability to meet specific NCATE Standards and Criteria of Compliance. This list of concerns and recommendations should be shared with the appropriate institutional administrators whose decision making authority directly affects the unit. Meeting NCATE standards is a shared responsibility involving many persons within the institution. This process provides the opportunity for creative thinking regarding various methods of meeting the spirit and specific criteria of NCATE standards.

Surveys of graduates of the teacher education unit should be conducted one, five, and ten years after they leave the institution, and the survey process should be repeated every year. Within a few years a solid data base will be established for evaluation the effectiveness of the teacher education program of the unit. Identification of weaknesses within the teacher education unit should be reported in written summaries with recommendations for appropriate program adjustments.

If a state-level accreditation visit is required in addition to NCATE accreditation, it could be scheduled one year prior to the NCATE visit so that NCATE Precondition 7 is met and program improvements can be incorporated prior to the NCATE accreditation visit. Some institutions may prefer to have simultaneous visits by the state level accrediting agency and NCATE.

The Preconditions Report is submitted approximately 18 months prior to the visit by the Board of Examiners. The submission of the Preconditions Report should be viewed as the opening of a dialogue between the teacher education unit and NCATE. This is a very valuable process for the teacher education unit because it provides a greater time frame to respond to questions or problems than was possible prior to the revised NCATE procedures. Some of the Preconditions require only the submission of a document or a brief summary; others require a more extensive preparation such as Preconditions 3 and 8.

Precondition 3 calls for "written policies and procedures upon which the unit rests." One strategy for organizing and codifying the policies is to relate them to the NCATE standards. For example, all of the institutional policies related to the field experiences of students could be grouped and codified in "Section II. Policies Related to the World of Practice." As the NCATE standards are reviewed it may be helpful for the unit to develop policies which ensure compliance. When the teacher education unit's policies are organized, they should be reviewed and approved by they governing body of the unit (i.e. the Teacher Education Council). It should be emphasized that a policy is not evidence of compliance with an NCATE standard; it merely indicates a plan for systematically meeting the standard. Carefully written policies can help to overcome problem areas. If the policies are codified and organized in a loose leaf notebook, they can be routinely updated.

Precondition 8 calls for the submission of program folios to learned societies for all NCATE approved guidelines related to areas of professional education certification offered by the teacher education unit. For example, if the unit prepares chemistry teachers, a science program folio is submitted to NCATE for review by the National Science Teachers' Association (NSTA).

The academic departments responsible for the preparation of secondary level teachers have the primary responsibility for the preparation of program folios for the subject areas of specialization. Teacher education faculty members should be assigned a liaisons with the other departments to help explain and interpret program folio guidelines, ensure a consistent high standard, a uniform format, and completion of the folios on time. Luncheon meetings of the teacher education faculty and the other academic departments responsible for subject area specialization of future teachers may provide the most workable format for collaboration. When the other academic departments become involved in the design of the program to prepare future teachers, the campus-wide support for teacher education is strengthened.

The learned societies review the program folios related to their area and approve or disapprove the program. When a program folio is not approved by a learned society, the teacher education unit is allowed a 30-day period to file a rejoinder. In many cases a relatively minor corrective action or additional data provided as a rejoinder will result in program folio approval after a second review by the learned society. Once again, this process provides a dialog and is beneficial to the teacher education unit.

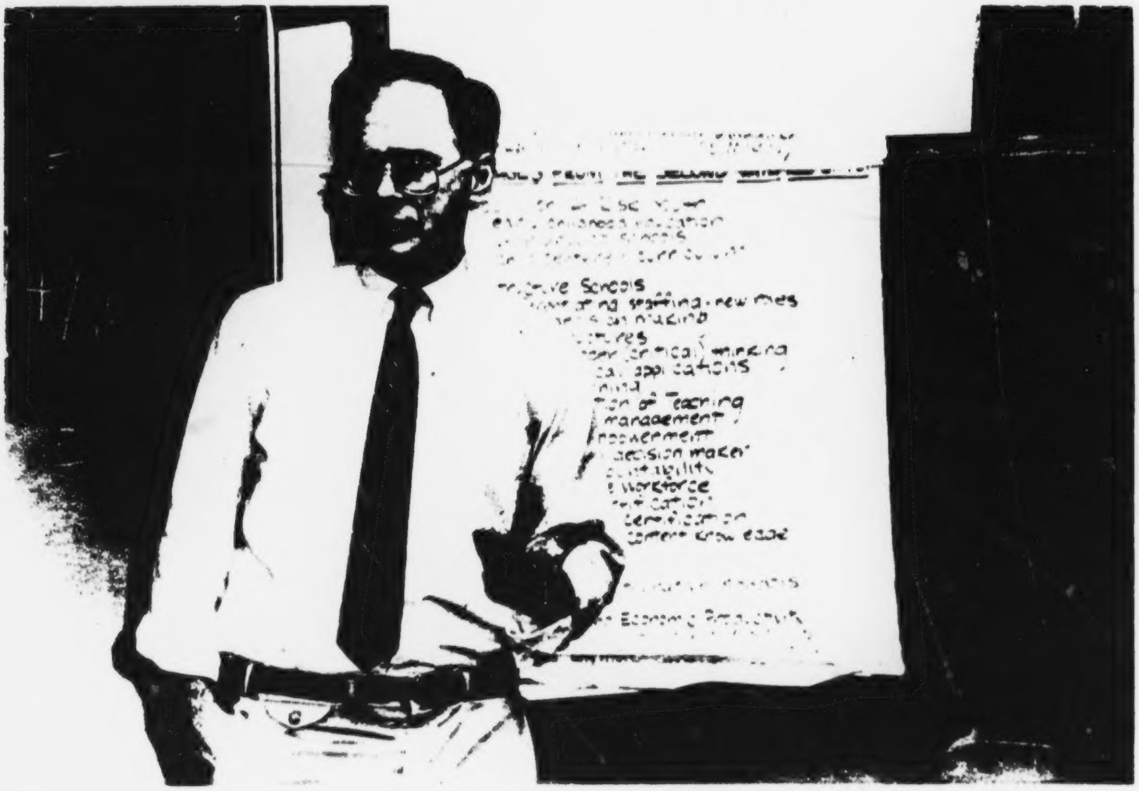
NCATE Standard V.A: Governance includes the criteria for compliance "the unit has, and regularly monitors, a long-range plan." It may be helpful to organize the long-range plan for the teacher education unit around the same five categories included in the NCATE standards (i.e. the goal to develop a cadet teaching program in a center-city school as a means for recruiting minority students for teacher education would be included in "Category III, Long-Range Goals Related to Students").

When writing the Institutional Report, the teacher education unit can make the process much simpler and more accurate by providing exhibits and supporting documents which are codified in relation to the Institutional Report. The NCATE Board of Examiners is responsible to verify the accuracy of the Institutional Report and to determine whether actual practices of the teacher education unit conform to NCATE standards. Exhibits and supporting documents are to the Institutional Report what end notes are to a well written research paper. Exhibits verify, give support, and amplify the ways in which the teacher education unit meets NCATE standards. This procedure shortens the Institutional Report and assists the Board of Examiners in the verification process.

Supporting documents which are not specifically referred to in the Institutional Report should be codified and filed according to the NCATE standards. For example, if the institution has a file folder labeled "II.C.(36) Evidence of Positive Working Relationships with Local Schools p-12," this provides a place to file various sources of evidence such as collaboratively prepared grant proposals, shared faculty appointments, letters of appreciation, and other documents indication cooperative efforts. This procedure also reduces the risk of not being able to locate needed information when the Board of Examiners arrives. One file folder could be prepared for each of the 94 criteria for compliance with a notation of the location of items too large or extensive for inclusion in the file.

The Board of Examiners will file a written report of the findings of their evaluation of the teacher education unit within 30 days after visiting the institution. The report will address each NCATE standard using the criteria of compliance to determine if the standard: was met, was met with weakness, or was not met. The teacher education unit is allowed 30 days to file a rejoinder to any of the cited weaknesses or standards not met which are reported by the Board of Examiners. The teacher education unit should prepare a separate rejoinder for each reported weakness and standard not met. The rejoinders might include additional information not available to the Board of Examiners, methods by which the institution proposes to correct or strengthen areas of concern, or provide any other information which might be of assistance to the NCATE Unit Accreditation Board. The Unit Accreditation Board makes the determination, based on the Board of Examiners' report and the teacher education unit's rejoinders, whether or not NCATE accreditation should be given to the institution.

The revised NCATE standards and procedures provide a mechanism to significantly improve teacher education programs. The revised procedures allow more dialog over an extended period of time, and the process of annual reports and on-site visits every five years requires accredited institutions to meet the NCATE standards on a continuous basis. The improvements in the preparation of teachers is worth the effort required to gain NCATE accreditation.



A CONTEXTURAL STATEMENT CONCERNING TEACHER EDUCATION IN MID-1988

by

Dr. David Imig

Executive Secretary
American Association of Colleges
For Teacher Education

A Mid-Summer 1988 Environmental Scan Prepared for the AACTE/NCA Workshop

Dr. David Imig, Executive Secretary of the American Association of Colleges for Teacher Education, who has been a staunch supporter of the Teacher Education project, agreed to present the keynote address for the 1988 workshop. Widely known for his extensive knowledge of national issues regarding teacher education, Imig's position at the helm of AACTE provides him with numerous contacts with key legislators and professional leaders. His keen sense of what issues are of greatest importance permeated his outstanding presentations.

The key elements contained within his very well prepared address were:

I. A Framework for Analysis

II. Recent Reports and Statements

III. Messages for the Reports

IV. Politics and Resources

V. Messages to Schools of Education

VI. Implications of Teacher Education

A Framework for Analysis

As an introduction to the program of activities, Dr. Imig presented a diagram which illustrated several elements of the accreditation process. The diagram which is reproduced below, emphasizes two critical dimensions, the Governmental/Voluntary and the Institutional/Individual Dimension.

EXTERNAL EVAUALTION:
INTERSECTIONS FOR STATE AND PROFESSIONAL INTERESTS

Individual	Institutional
LICENSURE	PROGRAM APPROVAL
CERTIFICATION	ACCREDITATION

For Further analysis of the numerous agencies, organizations, institutions, and legislative bodies which have an impact upon the present and future status of teacher education, Dr. Imig helped the 1988 workshoppers focus upon linkages for organizational stability.

The following diagram identifies and categorizes the several agencies organizations. Many significant questions were raised by the workshoppers and Imig discussed them fully.

LINKAGES FOR ORGANIZATIONAL STABILITY

Key Agencies

: State Board of Education
: State Education Agency
: State Legislature

: Boards of Trustees
: College or University
: Central Administration

ENABLING ORGANIZATIONS

: Leadership
: Resources
: Mission
: Program

FUNCTIONAL

: Local Education Agencies (employing authorities)
: Test Makers
: NASDTEC

NORMATIVE

: NCATE
: AACTE
: Holmes
: Others

DIFFUSED

: Other Schools of Education
: Teacher Organizations
: Public Media
: US Department of Education
: Foundations

RECENT REPORTS AND STATEMENTS

With the assistance of the professional staff in the AACTE WAshington office, a constant review of significant reports and positions is conducted. Dr. Imig presented the key elements contained in each of the eighteen (18) listed below. This critical analysis enabled the workshop participants to obtain an appreciation for the broadbased level of interest . . . and desire for control of teacher eduation.

American Education: Making it Work (A report to the President and the American people. April 1988) W. J. Bennett, US Dept. of Education. Washington, D.C.

The New York Report: A Blueprint for Learning and Teaching (Task Force on the Teaching Profession) A. Wise, NY State Commissioner of Educ. March 1988

The Evolution of Teacher Policy. L. Darling-Hammond and B. Berry, Rand Corp. Center for the Study of Teaching Profession. Washington, D. C., March 1988

Assessing Teacher Supply and Demand. L. Darling-Hammond, Rand Corp. Center for the Study of the Teaching Profession, Washington, D. C., June 1988

Getting Ready for the National Board for Professional Teaching Standards. T. Kean, National Governors Association, Washington, D. C., March 1988

Additional Reports and Statements

Report Card on School Reform: The Teachers Speak. (E. Boyer) The Carnegie Foundation for Advancement of Teaching. Princeton, May 1988.

A Conspiracy of Good Intentions: America's Textbook Fiasco. (H. Bernstein) Council for Basic Education. Washington, D. C. April 1988

Religion in the Public School's Curriculum: Questions and Issues. Washington, D.C., Americans United Research Foundations, May 1988

Strengthening the Ties that Bind: Integrating Undergraduate Liberal and Professioanl Study. (J. Stark and M. Lowther.) An Arbor: The Professional Preparation Network. May 1988

Racial Change and Desegregation in Large School Districts. (G. Orfield and F. Montford) Alexandra: NSBA. June 1988

The Forgotten Half: Non-College Youth in America: An Interim Report on the School to work Transition. (S. Halperin and H. Howe) Washington: The Wm. T. Grant Foundation. January 1988

Other Reports and Statements

One Third of a Nation. (R. Wilson) ECS/ACE Commission on Minority Participation in Education and American Life. Washington, D. C. : April 1988

An Imperiled Generation: Saving the Urban Schools. (E. Boyer) Princeton: Carnegie Endowment, March 1988

New Voices Immigrant Studies in U. S. Public Schools. Cambridge: National Coalition for Advocates of Students. April 1988

A Call for Action to Make our Nation Safe for Children: A Briefing Book on the Status of American Children. (M. Wright Edleman) Washington: Children's Defense Fund. April 1988

Is the Education of Teachers Changing? (W. Hawley. et.al.) Altlanta: Southern Retional Education Board. June 1988

Challenge to Leadership: Economic and Social Issues for the Next Decade. (I.V. Sawhill) Washington: The Urban Institute. February 1988

Message from the Second Wave Reports

Now that the educational community and the governmental agencies charged with implementing "real" change have had sufficient time to implement goals and programs which grew from initiatives related to accreditation, there has been a sudden increase in the number of professionals who wish to re-examine certain of the underlying issues. Dr. Imig came prepared to respond directly to the numerous questions raised by the workshoppers.

BEYOND "AT RISK" REPORTS

Area of Concern	Key Ideas
FOCUS ON "AT RISK" YOUTH	*early childhood education *year-round schools *child-centered curriculum
RESTRUCTURING SCHOOLS	*differentiating staffing-new roles *joint decision making *new structures *higher order (critical) thinking *technological applications *active teaching
PROFESSIONALIZATION OF TEACHING	*school-site management *teacher empowerment *teacher as a decision maker *shared accountability
RESTRUCTURING THE WORKPLACE	*national certification *alternative certification *emphasis on content of knowledge
PROMOTE ALTERNATIVES AND CHOICE	*access to alternative schools
EDUCATION AND ECONOMIC PRODUCTIVITY	*improve school to work transition *global or international education *science and mathematics

Some Additional Messages from Current Reports

WAITING FOR HOLMES-CARNEGIE
Tomorrows Schools
Schulman's work on national tests
Bipartisan support for Dodd legislation

LOOKING FOR ALTERNATIVE DELIVERY SYSTEMS
New technologies will facilitate
Businesses will provide and pay for more school-based programs

IMPROVED TEACHER EDUCATION CAN TRANSFORM SCHOOLING AND LEARNING
Human cognition
Computer application

TEACHER SHORTAGES DEMAND A VARIETY OF RESPONSES
Teacher professionalism
Alternative certification

CONCERN FOR NATION BUILDING
Cultural diversity
Cultural homogenization
Cultural assimilation

Summary Feelings about Recent Reports

MAKE SCHOOLS BETTER !!

DON'T DO MORE EDUCATION REPORTS !!

POLITICS AND RESOURCES

Some of the greatest problems facing education in comtemporary society may be directly traced to political forces and to economic conditions. Dr. Imig reviewed with participants at Arkansas State University serveral important decisions which may be around the corner.

Some of the issues analyzed include the place of children in poverty pockets, economics and demographics, youth dependency, the economic and educational reform, and several additional concerns. The fact that a major redirection of goals and reprioritizing of expenditures was emphasized.

American Children In Poverty

(FROM YOUTH POLICY: STATE OF YOUTH. JUNE 1987)

a. one in four in poverty today
b. one in five in poverty at some point during their youth: one in two black children is poor
c. 2 parents work full time and yet live in poverty
d. U.S. has highest adolescent birth rate (1 million p.a.- 40% of 14 years olds will have at least one pregnancy beforethey are 20)
e. 96% of unmarried teenagers keep their children ($17.96 p.a. in costs)
f. single parent households are 4 times more likely to be poor than two parent households
g. there are nearly 11 deaths among 1000 births
h. potential mismatch of opportunity and people in job growth projections

Economics and Demographics

(FROM U.S. DUREAU OF STATISTICS)

Age Cohort Distribution

	1970		1985		2000	
Age	#	#	#	#	#	#
16-24	17.8	22	34.5	30	21.5	16
25-54	50.4	61	65.7	57	98.9	73
55 +	14.5	17	14.7	13	14.5	11

EMPLOYMENT STATISTICS

(FROM HUDSON INSTITUTE: "YOUTH 2000: CHALLENGE AND OPPORTUNITY")

1. job opportunities available for every qualified young person
2. early retirement pressures
3. overstaffing at senior levels
4. job redistribution/parttime work
5. new entrants to job market will be non-white, immigrants and women (white male entry to labor marked 1985-2000 - +18% of 20m)
6. job creation - 44% are low wage jobs
7. average beginning worker will change jobs 7 times

Dependency

: median family income constant since 1973
: disposable income
    Upper 20% - 53.5%
    Bottom 20% - 4.6%
: intergenerational
    1950 - 17:1
    1985 - 34:1
    1999 - 2.1:1

Women and the Family

: women as percentage of workforce

1970 = 37%   1980 = 43%   2000 = 50%

: wokers outside the home

300,000 = 1980   2,000,000 = 1985

The Economy and Educational Report

: modest economic growth (1.5 percent to 2 percent)
: low inflation (+4.5%)
: rise in interest rates (prime @ 11%)
: modest consumer speding
: taxes for public services steady
: little new money for education

(less than 2% of the $650 billion which was spent on education between 1983-1988 went for reform. Teacher salaries only increased by $127.00 per teacher.)

Politics and Resources

- : Limited budgetary discretion
  - Federal deficits: 80% on uncontrollable
  - 20% controllable
  - Budget balancing: Gramm-Rudman-Hollings
  - Tax limitations: Bush stand on taxes and revenue enhancements
- : Role of education in early campaign statements
  - Dukakis - $250 m. teacher development
    - revival of Teacher Crops
  - Bush - $500 m. disadvantaged initiative
    - by-pass education system
    - alternative certification
- : quality of public education in question
- : disadvantaged or "at risk: children unacceptable rates of loan default
- : economic competitiveness
- : national service through education
- : choice and magnet schools
- : support for NBTS (National Boards)
- : educational savings acounts
- : increased teacher compensation
- : early childhood education
- : Gender Gap and Woman in the Workforces
- : States: Decentralization and Federalism
- : Labor Shortages and Job Redistribution
- : Intergenerational Competition and Dependence
- : Economic Recession in 1988

Implications for Teacher Education

The full impact of the events and the several proposals which Dr. Imig reviewed for the 1988 NCA/AACTE Workshop may not be experienced for serveral years. Nevertheless, his skill and extensive direct involvement permitted him to share numerous interesting and significant implications. Throughout the workshop references have been made to the follwoing points which Imig shared during the presentation.

1. reducing the intrusiveness of state policy makers and bureaucrats
   (promoting deregulation/finding new forms of accountablility)

2. building more effective partnerships with schools
    (particularily urban schools)
        Eubanks initiative
        Goodlads project

3. creating opportunities for closer likages with arts and sciences
    Project 30
    AAHE Springhill initiative

4. helping set higher admission standards that are realistic and effective

5. promoting the reliance on a knowledge base of teaching and learning

6. helping find ways to prepare and retain more minority candidates

AACTE AGENDA ITEMS
FOR 1988-89

In order to assist the workshop participants gain an understanding of the goals and objectives which the AACTE has accepted for 1988, Dr. Imig presented the agenda items to all.

He organized the list of activities into six categories. Always emphasizing eh necessity for AACTE Institutions to work cooperatively, Dr. Imig presented numerous examples to illustrate sample methods by which the associations' agenda may be accomplished with success.

Association Programs and Policies

I. General Policy Considerations
    A. Membership Criteria
    B. What to do about S. B. 994 (Texas)?
    C. Professional Standards Boards

II. Planning for the Future
    A. 1989 Program Budget
    B. Longrange Planning

III. Programming
    A. Minority Recruitment
    B. CCAS Advisory Board (Project 30)
    C. Consultation on Urban School-College

NOW YOU HAVE THE WHOLE STORY

by

Dr. Richard Kunkel

The Executive director of the National Council for the Accreditation of Teacher Education, Dr. Richard Kunkel was a presenter/participant during two days of the workshop. His presentations were developed to include much participation and discussion by the workshoppers.

Kunkel presented a brief analysis of seven key elements of the NCATE accreditation process.

1. Unit Accreditation Board (UAB)
2. Nomenclature
3. Planning Period (2 year Preparation)
4. Board of Examiners Training
5. Professionalization/Process & Politics
6. NCATE, State, & other Accreditation
7. Specialty Organizations and NCATE

This orientation session was followed by a participatory group activity requiring a close examinations of each specific Standard and every Criteria of Compliance. The basis of the discussions was a paraphrasing exercise which resulted in much interaction and a clearer understanding of the numerous qualitative judgments which must be made. Every workshopper gained an appreciation for the necessity to build consensus on each individual campus thorough planned dialogue and through intensive study.

An examination of potential difference of opinion in the Knowledge Base Standards permitted all workshoppers to challenge each other. This piece of the Kunkel exercise resulted in the development of an awareness of the complexity of the total NCATE accreditation process.

Sufficient time remained so that Dr. Kunkel could meet with several individual workshoppers. This enabled him to share institution-specific information. The several materials which were shared by Dr. Kunkel provided current responses to persistent concerns.

Throughout his work with the workshoppers, Dr. Kunkel referred to program elements of the total workshop which were to follow. The upcoming involvements of Daniel Beach and Marjorie Pike served to stimulate pre-planning. Workshoppers were invited to conduct follow-up contracts with the NCATE office or with Dr. Kunkel personally. As has been true in the past years, the presentation made by Dr. Kunkel was one of the highlights of the entire three-week workshop.

THE ACCREDITATION PROCESS FROM THE PERSPECTIVE OF THE BOARD OF EXAMINERS

by

Marjorie Pike*

Reliability of the team that makes a site visit is a key factor in the NCATE process. Team members are nominated by their constituency to receive training. The teams are composed of individuals from teacher education, practioners, specialty groups and state departments of education. The team selection process is handled by NCATE staff. Team training is concentrated, rigorous, indepth, and produces individuals with inter-rater reliability and confident in their ability to make professional judgments.

For the team to make fair and clear judgments the institutional report should be written in a clean and concise manner. The standards should be addressed with enough information and data to allow the team to have a clear picture of the unit prior to the visit. The team will study the institutional report, interview individuals and groups, look at data and records, and make a professional judgement. The burden of proof is on the institution!

It is incumbent upon the team to write rationale that will justify the decision. Strengths will be cited only if they go beyond the standard. If the standard is not met, the team must cite the specific weaknesses. The exit interview is a informal process with the team chair and the dean. The formal report is due in the NCATE office within 30 days. The institution will receive the report shortly thereafter and if desired write a rejoinder to the report.

The writing of the institutional report and the visiting team report is critical. Both reports must be read by individuals who are not on site at the time of the reading hence the need for clarity. A team of individuals will read the visiting team report and the rejoiner from the institution. They will make the recommendation for the unit to be accreditated. An appeal process is in place for the institution if the decision is negative and the institution feels that the decision is unjustified.

If we believe that all information can be quantified and thus produce a good teacher then we have lost the essence of NCATE. If we believe that teaching is only a skill that can be learned, then we do not see the beauty of the process as an art form. If we believe that education is the key to the democratic process and that we in teacher preparation are the torch bearers then we will seek excellence in each program and the NCATE process desires this excellence.

* Marjorie Pike presently serves as a Special Assistant to the Commissioners of the Tennessee State Department of Education. A former membner of the Council (NCATE) and a present member of the Board of Examiners, she presented a four hour workshop for the participants.

PART III

GROUPS PROJECTS

Background of the Report

Chapter Five: Planning for NCATE Accreditation

Chapter Six: Providing Documentation

Chapter Seven: Important Elements of the Process

Chapter Eight: New Beginning: It is Time for an Attitude Change

BACKGROUND OF THE 1988 REPORT

by

Donald W. Jones, Editor

For a period of one and a half years, January 1987 through July 1988, the publications Designing the Knowledge Base for Teacher Education and Professional Knowledge Base and NCATE Approval, both of which were edited by D. W. Jones, Have been available for review. The participants in the 1988 NCA/AACTE Teacher Education Workshop used these publications as a point of departure for their research. Each of the documents was scrutinized, each was challenged, and eventually each was viewed in terms of their relationship to the overall redesign of NCATE.

The fundamental efforts represented by the original 1987 and 1988 publications were found to be most helpful. With additional information, fresh ideas, and renewed efforts to gain deeper insights, several significant implications were reached.

It is believed that the several chapters which make up this publication do represent a valuable addition to the field of teacher education. This addition to the literature will be of direct value to teacher preparation institutions as attempts are made to achieve national level accreditation of their teacher education programs.

Of course, the information which has been developed through the efforts of the workshop participants does not represent an NCATE position statement. Neither are these reports official North Central Association positions. The knowledge base reports (1986 and 1987) and this volumn focusing upon the actual accreditation process have been prepared as a service to the prefession. It is the hope of the many contributors and to the editor and the sponsors that the thoughts, the conclusions, and the recommendations will be of assistance.

Donald W. Jones

CHAPTER FIVE

PLANNING FOR NCATE ACCREDITATION

The long process of accreditation by the National Council for Accreditation of Teacher Education (NCATE) is like many other endeavors, in that one's attitude makes a great deal of difference in the eventual outcome and in the usefulness of the project. If viewed negatively, the process is painful and may be seen as something to be done as expeditiously as possible. The results of such a project are filed away and forgotten until it has to be done again. When viewed positively, however, accreditation can be a time of reflection, evaluation, and program improvement. This process is not necessarily pleasant, but the outcome can be quite valuable to the institution and to the individuals involved. In short, if one is serious about preparing teachers, evaluation must be an on-going process. NCATE provides a structure and an extrinsic motivation for such evaluation.

As with other endeavors, preparing for NCATE will be easier if the process begins with good planning. The first step in planning is the selection of a capable coordinator. This person is often the dean or department chair in charge of the education unit. The coordinator must be a person of great organizational skills, communication ability, and persistence.

The cost of conducting the NCATE accreditation is one consideration which must be addressed early. In fact, it should be one of the first items on the coordinator's agenda. There are several approaches to this issue. The most obvious one is to consider only the actual out-of-pocket expenses. One institution budgeted $8000 to cover these expenses, including the travel, lodging, and meals of the Board of Examiners, hiring a consultant, printing costs, extra secretarial assistance, and miscellaneous costs (Beach, 1988). Another approach includes budgeting these expenses and also figuring a portion of the salaries of those people working on the project as hidden costs. Regardless of the method used, financing must be arranged early.

The coordinator of the project should examine the requirements carefully and plan every step along the way, including the personnel to carry out the duties and target dates for completion. A general NCATE timeline follows:

PROCESS AND TIMELINES
FOR
NCATE ACCREDITATION

3+ years prior to visit	NCATE sends materials to prepare for scheduled visit
18-20 months prior to visit	"Intent to Apply for NCATE Accreditation" submitted
16-18 months prior to visit	"Preconditions Documentation Form" and required documentation, including curriculum portfolios, submitted
14-16 months prior to visit	Critiques of curriculum folios completed by specialty organizations
13-15 months prior to visit	Critiques of curriculum folios sent to institution with request for a rejoinder.
12-14 months prior to visit	Institution's rejoinder to folio critiques submitted to NCATE
11-13 months prior to visit	NCATE's Preconditions Audit Committee prepares "Preconditions Report" that indicates whether all preconditions have been met. The report is submitted to the Unit Accreditation Board for approval. The institution is notified of the final action on preconditions via the "Preconditions Report."
10-12 months prior to visit	"Date Preference Form" submitted
6-8 months prior to visit	Board of Examiners teams selected by NCATE and the institution notified.
60 days prior to visit	Institutional Report submitted to NCATE and mailed to Board of Examiners team

September, October, November, January, February, March, or April	Five or six members of the Board of Examiners visit campus
30 days after visit	Board of Examiners report from team chair due at NCATE
21-30 days later	Institutional rejoinder to the Board of Examiners report submitted to NCATE
March/April for fall visits Sept./Oct. for spring visits	Accreditation status determined by NCATE's Unit Accreditation Board
1-4 weeks later	Action letters on accreditation mailed to institutions
1 month later	Public disclosure notice mailed to state education agency and state education association unless an appeal is pending (NCATE, 1988).

Although the above timeline begins with "3+ years prior to visit," it is the + which should be emphasized in planning. Collection of data should be continuous, and it should begin immediately if it is not already under way. Chapter II provides details concerning information which should be included.

If the NCATE process is to be successful, it will require the total commitment of the institution as well as the faculty of the teacher education unit. Very early in the process the chief executive officer of the institution should make it known that NCATE accreditation is important to the institution and that everyone is expected to support the effort. This high-level support should continue throughout the process. All faculty members associated with teacher education programs (regardless of their departmental affiliation) should be familiar with the NCATE standards and offer input into the evaluation process.

Another step to be taken prior to filing the "Intent to Apply for NCATE Accreditation" is a critical examination of the educational unit. The project coordinator should arrange for the appointment of committees to examine the NCATE standards and to judge whether the institution meets those standards. After this process is complete, the coordinator should present the findings to the administrators of the institution. At this point, it must be determined whether to continue with the accreditation process.

The options are:

1. Stop the process. Don't apply for accreditation.
2. Apply for NCATE accreditation without making changes in the programs.
3. Make some changes to correct major deficiencies as indicated by committee reports and apply for accreditation.
4. Make changes to correct all observed deficiencies as indicated by the committee reports and apply for accreditation.

Obviously, when making changes in programs, a number of internal processes come into play and the highest levels of administration in the institution must be committed to the changes. Procedures for the planning and implementation of these changes will vary from institution to institution.

It should be noted that making changes to correct deficiencies as perceived by the institutional committees does not guarantee accreditation. The granting of accreditation is done by NCATE's Unit Accreditation Board based on the report of the Board of Examiners and the institution's rejoinder to that report. Accreditation is based on an overall perception of quality in the teacher education unit, not on a simple checklist of attributes.

Very early in the process, the coordinator and other administrators must identify some roles and people to fill them. The gathering of materials and the writing of the self-study require capable and effective leadership. As with all groups, there must be a willingness to go beyond one's assigned duties at times in order to get the job done.

The following committees are recommended for consideration:

1. Committee for Preconditions. This committee is responsible for assembling the information needed for filing the precondition report. This committee, or persons working with it, is responsible for preparing the program folios for each program for which there are NCATE-approved guidelines.

2. Institutional Report Committees. A committee may be formed for each group of standards.
    a. Knowledge base
    b. Relationship to the world of practice
    c. Students
    d. Faculty
    e. Governance.

In addition to committee roles, individual roles must also be filled. They are:

1. Editor. This person must read all parts of the report and make certain that they form a consistent whole. The editor must also determine that the report addresses the issues rather than evading them. The project coordinator is often the editor.

2. Proofreader. This person should read all reports and check them for consistent style, remove typographical errors, and correct spelling and grammatical errors. This function could be filled by a number of people, but all of them should read the total report.

3. Coordinator of the On-Site Visit. This person makes all the necessary arrangements for the Board of Examiners' visit to the campus. See Chapter III for a detailed description.

In many institutions all of these assignments will be given to just a few people, and each person will serve in a number of capacities. The precondition committee, for example, may be composed of the same people who serve on the institutional report committee. The coordinator, obviously, will be heavily involved with all of the committees and may assume other roles, such as coordination the on-site visit. Since each institution is unique, its arrangement of structures for completing the task of accreditation will also be unique. These key roles must be filled, however, regardless of what the organizational structure is.

The application of these suggestions to the planning of the NCATE accreditation process should make the outcome a better reflection of the unit and ultimately result in a better program of teacher education.

Reference

National Council for Accreditation of Teacher Education. (1988). Board of Examiners. Washington, DC: Author.

CHAPTER SIX

PROVIDING DOCUMENTATION

Accreditation by the National Council for Accreditation of Teacher Education (NCATE) is accomplished through a rigorous two stage process of meeting specific requirements. First, a set of preconditions must be submitted to show eligibility. Once eligibility has been established an institutional report (self-study) which addresses compliance with the 18 NCATE standards is prepared.

The following information provides suggestions and assistance in preparing the preconditions and the institutional report. The key is documentation. The information provided in the suggestions and recommendation listed under each precondition and each criterion for compliance reflects the opinion and best judgments of the NCA workshoppers and do not reflect any official NCATE endorsement and should not be interpreted as being all inclusive. Compliance might also be shown through other techniques and/or documentation at your institution.

DATA FOR THE PRECONDITIONS

An institution's eligibility for NCATE accreditation is determined through a set of preconditions. The responses to the 10 preconditions is submitted to the Preconditions Audit Committee 18 months prior to a planned Board of Examiners' visit. The following is a listing of the preconditions correlated with suggestions and/or recommended documentation that can be utilized to show compliance.

Precondition 1.

There is a written description of the professional education unit that is primarily responsible for the preparation of teachers and other professional education personnel.

Required Documentation:

1.1 Verification by an appropriate central administration officer of the unit(s) with primary responsibility for professional education and the unit's authority: Supply a policy statement form the office of the institution's president or vice president stating that the unit (such as a school/division/department of education) has responsibility for and authority over teacher education at the institution.

1.2 Chart depicting all programs for the preparation of school personnel in the institution and their relationship to the unit: Supply a chart showing structure of different programs for preparing teachers (elementary, elementary-secondary, secondary, administrative) and their relationship to the unit.

1.3 Program summary that includes the number of graduates by program and level; Complete and supply Form 1.3, Program Summary for Unit.

1.4 Unit statement of mission, purpose, or goals; Supply a unit mission statement, unit purpose, or list of goals.

1.5 Summary of meetings and actions of the professional education unit for the preceding year. Prepare a summary of school/division/department and/or teacher education council/committee minutes and actions for the preceding year.

Precondition 2.

A dean, director, or chair is officially designated to represent the unit and assigned the authority and responsibility for its overall administration and operation.

Required Documentation:

2.1 Job description for dean, director, or chair; Submit the job description of the official designated to represent the unit (dean, director, or chair).

2.2 Chart depicting administrative and organizational structure of the unit. Supply a chart depicting the administrative and organizational structure of the unit (school/division/department of education).

Precondition 3.

There are written policies and procedures upon which the operations of the unit rest.

Required Documentation:

3.1 Codified policies and procedures of the unit, such as a policy manual or constitution and by-laws. Present a policies and procedures manual that includes policies and procedures such as program admission criteria, student teaching admission criteria, appeal policies, field experiences policies and procedures, assessability for the handicapped policies, the hiring of faculty, the use of graduate students for teaching, etc. If available, the unit's constitution and/or by-laws could be provided.

Precondition 4.

The unit regularly monitors and evaluates, both internally and externally, its operation, scope, quality of its offerings, and effectiveness of its graduates.

Required Documentation:

4.1 Policies for conducting on-going evaluation review; Supply policies on faculty, course, program, and follow-up reviews.

4.2 Summary of evaluation report(s) completed in last five years documenting internal program review; Present a five-year summary of course and internal review of program (maximum of two pages).

4.3 Summary of evaluation report(s) completed in last three years documenting external program review, including follow-up study of graduates and employers; Supply a three-year summary of follow-up studies of graduates and other external reviews conducted. The summary should include graduates' evaluations of programs and their employers' evaluation of graduates and/or programs.

4.4 Summary of recent program modifications based on evaluation results. Supply a summary of modifications made in the program based on all evaluation reports.

Precondition 5.

The unit has criteria for admission to basic teacher education programs that include an assessment of basic skills using standardized tests and other appropriate measures prior to admission to the program.

Required Documentation:

5.1 List of basic skills that are assessed and standardized instrument(s) and other measures used; Provide a listing of basic skills assessed for admission to program (reading, writing, mathematics, speaking, etc.) and the standardized instrument(s) used to assess the skills.

5.2 Published criteria for admission to professional education programs; Supply the criteria and/or policy for admission to the professional teacher education programs.

5.3 Summary report of test results for students admitted for at least the past three years. Supply a summary of the basic skills admission test results for students admitted for the preceding three years.

Precondition 6.

The unit assesses the academic and professional competencies of education students at exit from all programs at all levels through multiple evaluation methods.

Required Documentation:

6.1 List of assessment measures used to evaluate academic and professional competence of professional education graduates; Supply a list of measures. This could include, but is not limited to, exit tests, competencies demonstrated during student teaching, and unit recommendations.

6.2 Summary report(s) of competency assessment outcomes for at least the past three years. Supply a summary report of outcomes of assessment of graduates for the preceding three years.

Precondition 7.

In states with a program approval process, the unit's programs are approved by the appropriate state agency or agencies.

Required Documentation:

7.1 Copies of the most recent approval letter(s) from the state agency or agencies attesting that state standards have been met and the unit is fully approved._ Provide a letter of verification from the state agency.

Precondition 8.

The unit submits a curriculum portfolio for each program for which there are NCATE-approved guidelines. [Units in states that have been recognized under options 1 or 2 by NCATE are exempt from this precondition.]

Required Documentation:

8.1 Curriculum folios that include the program description and matrix from NCATE-Approved Curriculum Guidelines for each program area. For any deviation from these guidelines, a specific description should be provided with clear justification for the alternative ways the institution has designed its programs. Complete the program folios as directed by each of the NCATE recognized specialty groups. Each specialty group has specific compliance criteria so follow these guidelines carefully.

Precondition 9.

The institution is fully accredited by the appropriate regional accrediting agency.

Required Documentation:

9.1 A copy of the latest accreditation letter from the regional accrediting association showing that there is reasonable assurance of the overall quality of the institution in the general areas of finance, administration, facilities, student personnel, faculty, and instruction. Supply a copy of the latest accreditation letter from an accrediting association.

Precondition 10.

The institution is an equal opportunity employer and does not discriminate on the basis of race, sex, color, religion, age, or handicap (consistent with Section 702 of Title VII of the 1964 Civil Rights Act, which deals with exemptions for religious corporations, with respect to employment of individuals with specific religious convictions.

Required Documentation:

10.1 A copy of the institution's official action pledging compliance with nondiscriminatory laws and practices. Supply a copy of the institution's affirmative action policy and/or procedures.

INFORMATION REGARDING STANDARDS FOR THE ACCREDITATION OF PROFESSIONAL EDUCATION UNITS

The focus of the NCATE standards is on the overall quality of the professional education unit,* and not on individual programs in the institution. However, the unit's policies, procedures, governance, administration, staffing, and other resources should ensure that programs are accountable. In responding to these standards, institutions should indicate how the unit ensures that the standards are met. For example, institutional reports should make clear in responding to Standard I.A. how the unit ensures that its programs are based on established and current research findings and sound professional practice.

NCATE's interest is broader than a single program area. Information about programs is used as one source of evidence in determining the overall quality of the unit.

Although the words "the unit ensures" and "quality" do not appear in each standard and criteria for compliance, each one should be read that way. NCATE is concerned that units ensure that their programs, admissions, faculty, etc. are of the high quality expected by the profession. Words such as "effective," "superior," "efficient" are not written in the standards, they are implied. (NCATE,1987)

CATEGORY I
Knowledge Bases for Professional Education

Standard I. A: Design of Curriculum

The unit insures that its professional education programs are based on essential knowledge, established and current research findings, and sound professional practice. Each program in the unit reflects a systematic design with an explicitly stated philosophy and objectives. Coherence exists between (1) courses and experiences and (2) purposes and outcomes.

Criteria for Compliance:

1. The unit ensures that its professional programs have adopted a model(s) explicates the purpose, processes, outcomes, and evaluation of the program. The rationales for the model(s) and the knowledge bases that undergird them are clearly stated

along with goals, philosophy, and objectives. Suggested documentation for this criterion includes flow charts displaying the model(s) used for curriculum development; published statements of purposes, processes, outcomes, and evaluations used; copies of the published goals, philosophy and objectives; matrices or charts which show the systematic design, knowledge bases, coherence between courses and experiences and purposes and outcomes.

2. **The knowledge bases used in professional education are broad and include the traditional forms of scholarly inquiry as well as theory development related to professional practice.** Possible documentation includes course syllabi which state theories used, research included, readings assigned, etc.; matrices could be prepared to show the variety, number, and sources for the content used for professional education courses; faculty data sheets should list research being conducted and used; copies faculty evaluation policies which reward research and scholarly study.

3. **The unit ensures that course work in general education, specialty studies, and professional studies complement one another.** Documentation suggestions include minutes of unit and committee meetings which devoted sessions to this topic; descriptions of committee memberships and responsibilities which show the unit members actively participate at all levels of curriculum development; copies of goals, objectives and outcomes used to develop these three components; flowcharts for curriculum development which show horizontal and vertical planning for accomplishment of objectives.

4. **The knowledge bases of the professional studies component(s) are reflected in curricular design and planning; course syllabi; instructional design, practice, and evaluation; student's work; use of major journals in the field by faculty and students; and faculty and students' (especially graduate students) participation in research and synthesis.** Suggested documentation includes charts listing the components, concepts, experiences, assignments, evaluation types, and readings required for each professional education course; statements, policies, and flowcharts related to the professional education component curricular design; faculty data sheets should list research and synthesis activities; samples of student work and projects should be saved for exhibits for the accreditation visit; video tapes could be prepared to illustrate the nature and variety of student work and participation; computer printouts could be used to verify the amount and variety of use of major journals by faculty and students; copies of evaluation studies which include the rationale and design should be made available to the board of examiners.

5. **The faculty responsible for professional education collaborate in the design, delivery, and evaluation of curriculum for the unit's program.** Documentation includes unit minutes verifying collaboration; copies of unit policies for design, delivery, and evaluation; evaluation reports which list the faculty responsible for the reports; curriculum development and evaluation.

Standard I: B:
Delivery of the Curriculum

The unit ensures that knowledge bases and best practice in professional education are reflected in the instruction offered. The instruction practices and evaluation are fully congruent with the current state of knowledge about curriculum design, instruction, and evaluation.

Criteria for Compliance:

6. **Instruction by faculty in the unit is congruent in content and process with best practice and current and established research.** Documentation for this criterion includes policies which list the rationale for the selection of content and practices to be used by faculty; course syllabi listing research instructional practices uses; matrices and charts used in I.A.2; evaluation letters from administrators which detail use of research.

7. **Faculty instruction in the unit provides students with systematically varied models of instruction.** Suggested documentation includes course outlines; scope and sequence charts listing courses, models, and materials used; handbooks for practicum experiences which include descriptions of vertical and horizontal development of skills; list of the models used and rationale for the choices.

8. **The institution as a whole regards the unit as one where instructional practice is consistently superior.** Possible documentation includes copies of unit faculty evaluation which have been prepared by peers from outside the unit; listing of teaching awards and recognitions which unit faculty have received from the institution's administration or faculty peers; survey results which show that the institution as a whole rates the instructional practice as superior; unit faculty student ratings which are as high as or higher than the institution's average; letters of commendation from administrators and faculty.

9. **The unit maintains a rigorous, professional instructional quality control mechanism.** Suggested documentation includes copies of unit policies related to evaluation and review

of instructional practices; summaries of evaluation results; flow charts showing the model for quality control.

Standard I:C: Content of the Curriculum -- General Education

The unit ensures that education students receive appropriate depth and breadth in an integrated course of study that is offered by faculty in the liberal arts and other general studies. At the advanced level, education students should have a solid grounding in general education that will allow for concentration on professional and specialty studies.

Criteria for Compliance:

10. **The general education component is a well-planned sequence of courses and experiences that includes theoretical and practical knowledge gained from studies in communications, mathematics, science, history, philosophy, literature and the arts. (NOTE: This criterion applies to the basic level only.)** Suggested documentation includes model used for the development of the general education component; curriculum summary sheet showing the listing of courses and experiences; copies of policies related to general education; copies of the goals, objectives, learner outcomes used for general education; minutes verifying that the general education component is systematically studies and reviewed.

11. **Education students are guided in the selection of general education courses that will provide an intellectual foundation in liberal arts and general studies and that are appropriate to the background of individual students. (NOTE: This criterion applies to the basic level only.)** Suggested documentation includes role descriptions or printed policies advising handbooks which include recommended sequences of study; exhibits of student files which include advising notes and signed advising sheets; lists of the number of students permitted to test out of general education courses because of prior background; lists of course substitutions made to accommodate individual student needs and desires; reference to the model used and objectives for the general education component.

12. **Faculty in the unit and faculty who teach in the general education component collaborate on program planning and evaluation of general education. (NOTE: This criterion applies to the basic level only.)** Documentation suggested for the criterion should include committee membership lists which show that unit faculty and faculty who teach in general education are represented; approved policies which ensure that collaboration on

program planning and evaluation will take place; flow charts showing the approval sequence and committee structure from lowest to highest level; copies of written suggestions for general education program revision from unit and general education faculty.

Standard I.D:
Content of the Curriculum -- Specially Studies
Specialty Studies

The unit ensures that education students attain a high level of academic competence and understanding in the areas in which they plan to teach or work.

Criteria for Compliance

13. **The specialty studies component is a well-planned sequence of courses and experiences that includes academic, methodological, and clinical knowledge necessary for professional competence in teaching or other professional education assignments.** Documentation appropriately includes a scope and sequence chart be indicating the depth and breath of the academic specialty and the inclusion of academic, methodological and clinical knowledge. Included in the exhibit for documentation are syllabi and course outlines obtained from the host department which provide additional information concerning course content and program design presenting information concerning prerequisites and sequencing of courses. Examples of correspondence between specialty area departments and the education department indicate cooperation among departments.

14. **The guidelines and standards of professional learned societies are used in the development of an appropriate sequence of courses for each area.** A policy statement concerning the use of guidelines and standards from learned societies must be provided to establish their importance in the development of courses. A graphic representation of the integration of guidelines and course developed should be presented. Exhibit items include portfolios previously presented for Precondition Eight. Copies of program folios provided for state approval (where appropriate) should be a part of the exhibit.

15. **The specialty studies provide education students with mastery of the structure, skills, concepts, ideas, values, facts and method of inquiry that constitute their fields of specialization.** Documentation supporting this criteria includes course syllabi and course outlines from the departments housing the specialty area classes. Bibliographies provided for students would indicate supporting evidence for the development of ideas and values. Copies of examinations used by the academic specialties departments indicate skills being emphasized in the

specialties areas. Samples of instructional materials being employed in the specialty studies could be placed in the exhibit.

16. **Faculty in the professional education unit and faculty who teach the specialty studies from other academic units collaborate in program planning and evaluation of specialty studies.** Flow charts designating the curriculum approval process serve as evidence of collaboration in program planning. The composition of membership in the teacher education committee should be described. Minutes of meetings of program planning sessions between specialty studies faculty and the professional education department serve as documents of collaboration in program planning.

Standard I.E:
Content of the Curriculum -- Professional Studies

The unit ensures that the professional studies component(s) prepares education students to work effectively in their specific education roles.

Criteria for Compliance

17. **The professional studies component(s) is a well-planned sequence of courses and experiences that includes knowledge about professional education and relates it to the realities of practice in schools and classrooms.** Development of a matrix depicting the integration of the sequence of courses in professional studies with appropriate field experiences should be presented. Course syllabi, program plans, and guidelines containing competencies for each professional studies course should be provided. Synopsis of public school guest speakers, samples of protocol materials for simulated problem solving and videotapes of microteaching are also valuable additions to an exhibit.

18. **the unit ensures that each courses and experience of the professional studies component(s) is built upon reflects defensible knowledge bases.** Documentation for this criteria includes the application of a taxonomy upon which courses in the professional sequence could be designed. (such as the 1987 NCA publication) Syllabi and outlines of courses in the professional studies component which include research components applicable to the course content must be presented. Exhibits ought to include research studies used in development of the knowledge base in addition to guidelines from learned societies.

19. The professional studies component(s) includes knowledge about the social, historical, and philosophical foundations of education; theories of human development and learning; research -- and experience-based principles of effective practice; impact of technology and societal changes on schools; evaluation, inquiry, and research; and educational policy. A graphic representation indicating the relationship between courses in the professional studies component and areas defined in Criteria for Compliance (19) can serve as documentation for these areas in the knowledge base. Exhibits must include course syllabi, course outlines, examples of instructional media and materials bibliographies for courses in the professional component and reports and summaries of field experiences.

20. Course and experiences support the development of independent thinking, effective communications, the making of relevant judgments, professional collaboration, effective participation in the educational system, the discrimination of values in the educational arena, and professional ethics. Criteria for compliance include charts depicting the relationship of concepts, knowledge and skills listed in Criteria for Compliance 20 with the courses presented in the professional studies components. Units of study, projects, assignments and research activities stated in course syllabi which focus on concepts and skills listed in Criteria for Compliance 20 should be identified and listed. Exhibits could also include samples of independent studies and projects completed by students.

21. The professional studies component(s) for the preparation of teachers provides knowledge about and appropriate skills in learning theory, educational goals and objectives, cultural influences on learning , curriculum planning and design, instructional techniques, planning and management of instruction, design and use of evaluation and measurement methods, classroom and behavior management, instructional strategies for exceptionalities, classrooms and schools as social systems, school law, instructional technology, and collaborative and consultative skills. Courses and experiences ensure the development of classroom and time management, effective communication, knowledge of different learning styles, teaching strategies, and assessment techniques. (NOTE: This criterion applies to the basic level only.) Compliance could be determined through a configuration depicting the relationship of knowledge, skills and concepts presented in Criteria for Compliance 20 with course content of the professional studies sequence. Exhibits for documentation include course syllabi and course outlines, bibliographies, samples of student-generated projects, and samples of instructional materials used to reinforce learning.

22. **The unit provides for study and experiences that help education students understand and apply appropriate strategies for individual learning needs, especially for culturally diverse and exceptional populations.** Policies and procedures stating the stance of education unit in regard to the preparation for teaching exceptional culturally diverse populations must be presented. A record of field experience sites for field experience should be placed in each students's permanent file for the purpose of documenting planned variation in site selection. Public school's definitions and delineations of types of schools in regard to the population mix will be used in providing placement variety for the college student. Exhibits could include culturally diverse populations by guest speakers in seminar courses. As a part of the exhibit, brochures describing international opportunities and study trips for study of different cultures could be presented. Lists of materials and media for teaching exceptional and culturally diverse populations should also be a part of the exhibit.

23. **The curriculum for professional studies component(s) incorporates multicultural and global perspectives.** Graphs representing the policy for infusion of multicultural and global perspective in professional studies should be presented records. The placement of students in inner city school during the last three years could be presented. Review of syllabi to determine degree of infusion of knowledge, skills and concepts focusing on multicultural and global education should be presented. A narrative describing teacher exchanges, guest speakers and field experience projects supporting multicultural education could be provided also.

CATEGORY II

RELATIONSHIP TO THE WORLD OF PRACTICE

Standard II.A:
Clinical and Field-Based Experiences

The unit makes certain that clinical and field-based experiences in the professional education curriculum are designed to prepare students to work effectively in specific education roles.

Criteria for Compliance:

24. **Field based and clinical experiences are systematically selected to provide opportunities for education students to observe, plan, and practice in a variety of settings appropriate to the professional roles for which they are being prepared.** The guidelines and criteria for selection of sites for field

experiences should be presented to show that settings are appropriate for the professional program of study of education students. Also, outlined should be the sequence of planned field experiences from observation skills to planning and practicing skills for the different levels of experience. In addition, charts showing sites by specific characteristics can be presented to verify a variety of settings. A narrative which describes the procedures for selection could also be presented in their to describe the selection of sites.

25. **Clinical and field-based experiences provide education students with the skills that allow them to diagnose and solve problems that involve the application of the principles and theories from the knowledge bases of the particular professional program.** The requirements associated with field-based experiences should require that education students diagnose and address areas which are presented in the professional education and the specialty studies components. For example, education students could be required to address such areas as the effective use of reinforcement, the art of asking questions, classroom management techniques, motivation in the clinical settings as well as documenting the planning and teaching process in a reading practicum. Exhibits used for verification should include handbooks, course outlines, competencies and skills.

26. **Field-based and clinical experiences are accompanied by professional supervision and feedback that include attention to instructional plans, characteristics of learners and instructional settings, structured observation of the experiences, and detailed debriefing relative to program goals.** Present the field experience design and description which include supervision and feedback components. The supervision component outlines the supervision process, the supervisor's role, and the supervisor's responsibility. The feedback component can take the form of discussions related to the field experiences and/or written reactions to such assigned topics as instructional planning, characteristics of learners, and characteristics of the learning environment. Exhibits include supervisory checklists and forms used in the experiences as well as correspondance and field services.

27. **Education students participate in field-based and/or clinical experiences with culturally diverse and exceptional populations.** The field experience design presented could provide experiences with a diverse population, i.e., the experiences could take place in classrooms or in situations with culturally different learners and with exceptional learners (handicapped and gifted). A narrative describing typical field experience site populations should be given to support the cultural diversity of the sites. A form in each student's program advisement file would document the characteristics of the classroom population. In addition, a summary of placements

related to culturally diverse and exceptional populations should be presented.

28. **Field-based and clinical experiences are sequenced to enable education students to develop the skills that will enable them to assume full responsibility for classroom instruction or other professional roles in schools.** A notebook or manual should be presented as containing evidence of the scope and sequence of the skills. The design of field experiences should also be presented to show that education students develop skills sequentially (from least complex to most complex) and assume added responsibilities in a classroom and/or learning situation as they progress through the professional program. The sequential nature of the design should be incorporated into pre-student teaching experiences as well as in the student teaching component. Specific activities and/or suggested activities could be presented for the various levels of experience. Various documents could be included in exhibits.

29. **The student teaching experience is direct, substantial, and full-day for at least 10 weeks.** A statement of policies related to the student teaching component of the program should require that students work directly with learners in classrooms and/or learning situations on a full-day basis for at least 10 weeks or its equivalency. Documentation to be presented and discussed in exhibits include copies of class schedules, placement verifications, and student teaching verifications.

30. **Three-member teams of the college-based supervisor, field-based supervisor, and education student have a well-defined charge to support a successful experience as the education student assumes full-time responsibility in the school setting.** The guidelines presented for the student teaching experiences could outline the roles and responsibilities of college supervisors, cooperating teachers, and educations students. In addition, a timeline of activities which delineates the gradual increase of teaching responsibilities to the full-time status should be presented together with the student teaching handbooks. The exhibits should reveal levels of involvement as well as an explanation of required duties and sample lesson plans.

31. **Sites are carefully selected for all field experiences, including cooperating schools and other professional internship locations, so that students are provided experiences consistent with the goals of the unit's programs.** The guidelines and criteria presented for selection of field experience sites must be such that the experiences gained by education students are consistent with the goals of the unit. Summaries of personal interviews could be presented with exhibits as well as policies related to site selection and state mandates. Also, a narrative describing how the sites support the goals of the unit should be

included.

32. **The roles and responsibilities of education students, college-based supervisors and field-based supervisors who participate in field-based and clinical experiences are delineated in negotiated written agreements.** A written agreement with districts accepting field experience students must be available for inspection. A copy of role descriptions should be referenced as available on site with other exhibits. In addition, the procedures presented for placements of education students should indicate that a description of the roles of those involved in field-based experiences is presented to personnel in the participating sites and signed acceptance of these roles is returned.

Standard II. B:
Relationship with Graduates

The unit maintains relationships with graduates from its professional education programs that include follow-up studies and assistance to beginning professionals.

Criteria for Compliance:

33. **The unit keeps abreast of emerging evaluation techniques and engages in regular and systematic evaluations, including follow-up studies, to determine the success and quality of graduates in the professional education roles for which they were prepared.** The unit`s knowledge of emerging evaluation techniques can be documented through subscriptions to various professional journals, participation in faculty development programs on evaluation, attendance at professional meetings, conferences and conventions that contain appropriate evaluation topics, etc. Engagement in regular and systematic evaluation can be documented through a timeline that illustrates the dates and titles of various studies along with a summary of the results and copies of the survey or measurement instrument. Meeting notes from appropriate committees would also be useful. Information regarding classroom visits to first and second year graduates along with interviews with their supervisors can also be used to document their teaching skills.

34. **The results of evaluation efforts, including follow-up studies of graduates, are used by the unit to modify and improve programs.** Results of student skills tests in beginning education courses could be used to develop a curriculum to better meet the needs of students as they progress through the system and course evaluation efforts could document efforts to improve instruction. The unit could conduct a state needs assessment and address the problems identified. Summaries of the unit's use of follow-up studies to modify and improve their programs can be established

through meeting notes verifying discussion of survey results and unit modifications and improvements, special program revision reports and other reports that might be made to governing boards. Summaries of modifications should be delineated and presented in easy to read form.

35. **The unit has developed arrangements with school districts in the area to provide assistance to its graduates who are first year teachers and/or who are beginning other professional education roles as an extension of their professional education program.** A variety of documentation can be submitted to verify an assistance program. To be included are a copy of a description of the assistance program for first year teachers, a log of teacher requests, a report of the number of teacher/school requests, a summary of the types of requests along with a description of the type of assistance provided, and a summary of special workshops offered and the number of people who attended. Exhibits could include all of the documentation cited above.

Standard II. C:
Relationships with Schools

The professional education unit maintains positive working relationships with schools to advance the goals of the profession and to promote the effective preparation of professional educators.

Criteria for Compliance

36. **Positive working relationships with local schools are developed and maintained to improve the delivery of quality education in P-12 schools.** The development and maintenance of positive working relationships can be demonstrated through lists of names of local school districts in which students and faculty work, or inservice, consultation or coursework is provided along with copies of correspondence from school district superintendents, principals, and teachers regarding their working relationships. Regular and special teacher advisory committees should also be listed. Other cooperative or sponsorship programs could be summarized including "Adopt a School" programs, science fairs, summer youth programs, gifted programs, workshops for teachers and administrators, conferences, student teacher placement, recognition banquets and awards, etc. Exhibits should include as many of the documents cited above as possible.

37. **The unit and local schools cooperatively develop research questions and inquiry strategies to encourage the involvement of practicing professionals with professional education faculty to further develop and refine the professional knowledge bases.** Documentation can include summaries of

cooperative research projects, special cooperative work projects, and announcements granting money and time for research projects as well as special consultancies that address current professional issues. In many instances individual faculty are engaged in important cooperative efforts.

38. **Professional education faculty are regularly involved with the professional world of practice in preschool, elementary, and/or secondary schools.** A variety of documentation should be presented demonstrating compliance with this criterion. They can include summaries of faculty who supervise student teachers, lists of faculty who consult in the schools and provide inservice, and summaries of special programs that faculty conduct in the schools as well as faculty exchange programs. Documentation from any of the above cited sources should be included in the exhibits.

Standard III. A:
Admission

The unit's admission procedures encourage the recruitment of quality candidates and those quality candidates represent a culturally diverse population.

Criteria for Compliance:

39. **Incentives and affirmative procedures are used to attract candidates with potential for professional success in schools.** Evidence for incentives include a list of scholarships available to students, especially education majors and minority students along with a list of education students who received the scholarships and the amounts of the scholarships. If non-monetary incentives such as the recruitment of education students through career days at high schools as well as pamphlets recruiting students have been used, this should be presented. A summary of the affirmative policies and procedures should be included. Also mention any special programs that focus on the development of skills in order to raise ACT or PPST scores of minorities.

40. **Applicants from diverse economic, racial, and cultural backgrounds are recruited.** Several different criteria for compliance could be used including a summary of recruitment fairs or visits conducted in minority communities or schools, a summary of information/recruitment brochures sent to specified minority communities/individuals, a copy of news releases soliciting minority applications. Copies of letters to counselors and alumni regarding recruitment of students from diverse backgrounds should be presented.

41. A comprehensive system, which includes more than one measure, is used to assess the personal characteristics, communications, and basic skills proficiency of candidates preparing to teach. This system includes, but is not limited to (a) standardized basic skills proficiency tests, (b) faculty recommendations, (c) biographical information, and (d) successful completion of college/university course work with at least a 2.5 grade point (GPA) on a 4-point scale. [This paragraph of the criterion applies to the basic level only.] Documentation would include a copy of the admission policy that addresses all of the above components plus other policies related to state or college requirements. Documentation could include a speech proficiency test or minimum grade requirements for specified courses like math and English. Exhibits could include documents listed above as well as reports to state agencies.

42. Admission decisions are monitored to ensure that the published set of criteria delineating acceptable levels of performance for admission are applied. Summary tables, charts, and graphs of the admissions for both teacher education and student teaching decisions could be submitted which included an analysis of the decisions including any special admission decisions, and a follow up on their progress could be based on the notes of the admission committee. A summary of changes made during the past few years and the impact of the changes should also be presented. Exhibits should always include student files documenting admission.

43. Policies allow for alternatives to the established admission procedure to encourage the participation of individuals from under-represented groups and other students as determined by the unit. A copy of the alternative admission policy could be submitted along with a summary of the number of students who have applied for the alternative admission and the number of admissions granted.

Standard III. B:
Monitoring Progress

The unit has systematic procedures for monitoring the progress of education students from admission through completion of their professional education programs.

Criteria for Compliance:

44. Systematic procedures and timelines for assessing student progress must include, but need not be limited to, the following data sources: (a) GPA, (b) observations, (c) faculty recommendations, (d) demonstrated competence in academic and professional work (e.g., research or term papers), and (e)

recommendations from the appropriate professionals in schools. Systematic procedures and policies for assessing student progress could be documented through the use of a flowchart describing checkpoints and methods for evaluation. Other evidences used for documentation include mid term and final grade reports for checking appropriate GPA, evaluation forms from cooperating teacher, observation forms and logs from field experiences, examples of class projects, and approval forms for admittance into the teacher education programs and student teaching.

45. **Consistent procedures and relevant criteria are used to determine eligibility for student teaching and other professional internships.** Policies which govern criteria for admission for student teaching and internships msut be presented. Other documentation includes the student teacher handbook, a graphic representation indicating consistent application of admission criteria, a compilation of student records, and pre-student check form, the Application for Student Teaching, and other forms commonly used.

46. **Systematic approaches are used to assist education students who are making unsatisfactory progress in their programs.** The policy and procedures for identification and remediation must be described. Monitoring for remediation can be accomplished in many ways including systematic perusal of mid semester and final grades by academic advisers, and through instructor observations and test results. Examples of remedial techniques such as tutorial services and skill building laboratoriesshould be documented.

Standard III. C:
Advisory Services

The unit ensures that systematic academic and professional advising is all education students.

Criteria for Compliance

47. **The unit's advisory system provides education students access to academic and professional assistance, including information about requirements needed to complete their professional education programs.** Organization/procedures for advising students and for methods of assigning advises should be presented in graphic form. Examples of documentation are advising handbooks for students, teacher education handbooks, advisement check sheets, and computer-assisted grade sheets for mid semester and final grades.

48. **Education students have access to publications that describe program requirements and institutional policies, including clear statements of due process.** Information

concerning program requirements and institutional policies must be readily accessible through the use of the undergraduate bulletin, student handbook, and teacher education handbook. Other methods of providing access to policies and procedures include newsletters, class schedules, applicable school newspaper articles, bulletin board announcements, campus radio announcements, and informational group meetings.

49. **Education students are made aware of the availability of social and psychological counseling services within the institution.** Policies and procedures for referral and use of counseling services should be identified as documentation. Evidence that students have been made aware of these services through freshman orientation sessions, student handbook, and faculty referrals is needed. Counselors and psychologists who present workshops, dormitory seminars, and convocations should be cited as well as awareness sessions for faculty involvement to assist in identifying students in need of services. Exhibits should include announcements of informational meetings, printed Brochures developed by the counseling office, and examples of referral forms.

Standard III. D:
Completion of Program

The unit ensures that the academic and professional competence of education students is assessed prior to granting recommendations for certification and/or graduation.

Criteria for Compliance:

50. **Prior to making recommendations for certification and/or graduation, education students must be proficient in communication skills and their teaching or specialty fields. Students also must be able to demonstrate skills for effective professional practice.** Documentation supporting this criteria compliance area includes summaries of requirements for certification and/or graduation of education students specifying how proficiencies in communication skills, specialty fields, and effective skills for practice must be demonstrated. Examples of documentation include required evels for entrance and exit exams, evaluations by cooperating teachers and university supervisors, recommendations by the department, specialized grade point requirement, and student teaching grades. Of critical importance are compilations of data which present a historical perspective.

51. **Evaluation systems that assess the academic and professional competence of students include multiple sources of data (such as standardized tests, course grades, and performance in classroom or school settings).** Documentation

of multiple sources include standardized and teacher - made tests, micro-teaching evaluations, GPA, course grades, evaluation forms completed by public school teachers and university supervisors at each level of field experience, and exit exams. National data such as NTE and state-mandated standardized tests should be compiled, analyzed, and included.

52. **The application of a published set of criteria that specify acceptable levels of performance for exit from all professional education programs is monitored.** The set of criteria specifying acceptable levels of performance for exiting professional education programs should be described. A review of all criteria used for preparation prior to certification recommendations should be included. The following two checks could be utilized for monitoring: 1) application for graduation goes through a systematic evaluation procedure, and 2) application for certification meets state requirements and specifications established by the certifying officer, and historical data should be presented.

CATEGORY IV

FACULTY

Standard IV.A:

Faculty Qualifications and Assignments

The unit ensures that faculty in professional education are qualified to perform their assignments and also reflect cultural diversity.

Criteria for Compliance:

53. **The composition of the faculty represents cultural diversity.** A break down of the professional education faculty by race and gender should be provided. A narrative addressing the cultural background of the professional education faculty should also be used as support as well as any special experiences or training that might enhance faculty knowledge sensitivity and facility to deal with cultural diversity.

54. **Faculty have earned the terminal degree or have exceptional expertise in their fields to qualify them for their assignments in professional education programs.** They have formal advanced study or demonstrated competence through independent scholarly activities in each field of specialization that they teach. Faculty data summary sheets will show the academic preparation and experiential background and advanced study of the professional educationfaculty. In addition, official transcripts could be made available to the visiting team. Also,

a narrative could be included to address the qualifications of faculty through formal advanced study or independent scholarly activities for the fields that are taught. Compilations if memberships in associations, publications, research, and presentations should be prepared.

55. **Faculty view themselves as members of the training and research arms of the teaching profession.** Faculty data summary sheets should include faculty involvement in training and research by listing academic association involvement, involvement in professional activities, and by their publications and research efforts. In addition, a narrative describing faculty involvement in curriculum development, program improvement, grants for personnel training, and availability to work with students on independent and research projects will support the viewpoint that they are members of the training and research arms of the teaching profession. Department goal and policies statements related to a commitment to research should also be made available in the exhibits.

56. **Faculty with responsibility for supervision of school-based experiences have had training in supervision as well as professional experiences in the school setting in which that supervision takes place.** A listing of the professional education faculty with training in supervision (courses and years experience) should be presented and a listing of faculty with a break down of years of professional school experience and school level and subjects should be provided for examination. Also, policies (job descriptions) related to hiring faculty for supervisory roles should be made available with exhibits.

57. **Part-time faculty meet the requirements for appointment to the full-time faculty.** Guidelines and criteria for selection, as well as the qualifications, needed for part-time faculty appointment should be presented. The criteria and qualifications should be consistent with the criteria and qualifications needed for full-time faculty appointment. These materials can be summarized in the institutional report and actual copies included in the exhibits. Transcripts and vitae must also be made available to the site visitors. Complete data for all part-time faculty ahould be prepared.

58. **Graduate students who are assigned to instructional roles are qualified in terms of formal study, experience, and training.** Data summary sheets for graduate students assigned to instructional and/or supervisory roles should be presented for review. These summary sheets show that the graduate students are qualified for their assigned duties. A narrative with regard to the qualifications could also be used to support graduate students' qualifications for their respective assignments. The qualifications include items such as undergraduate grade point averages, GRE score, years of teaching or other related

experiences, and appropriate graduate courses.

59. **Cooperating teachers and other field-based supervisors have a minimum of three years of experience in the areas they are supervising and are certified for the areas in which they are teaching or working.** The selection criteria for cooperating teachers and field based supervisors must be presented. The criteria requires certification and a minimum of three years experience in the area(s) of supervision before a teacher can be selected as a supervisor. These policies can be summarized in the institutional report and included in the exhibits along with letters of recommendations and verification from supervisors. Actual assignments should be cited Standard IV.B: Faculty Load for a 3-5 year period.

The unit ensures that policies allow for faculty opportunities in teaching, scholarship, and service. Criteria for Compliance:

60. **Work load assignments accommodate faculty involvement in teaching, scholarship, and services, including curriculum development, institutional committee work, and other internal service responsibilities.** The listing of a full year of faculty and/or administrative load and duties should be provided. These load and duty outlines could show that work assignments are such that faculty involvement in teaching, scholarship, and service is accommodated. A summary figure/graph would prove helpful and supportive. Also, a listing of all existing policies related to this criterion should be included in the exhibits.

61. **The teaching load of undergraduate faculty is no more than the equivalent of 12 semester hours; the teaching load of graduate faculty is no more than the equivalent of nine semester hours.** The university's work load policy statement and faculty handbook must be presented to show that the undergraduate faculty full-time load is no more than e equivalent of 12 semester hours and the graduate full- time load is no more than the equivalent of nine semester hours. Faculty load analysis sheets should be used to show that the faculty have appropriate loads.

62. **Faculty keep abreast of developing work and debates about research on teaching and professional education as well as recent scholarly work in the areas that they teach.** Faculty data sheets will show that faculty attend and/or participate in professional and academic meetings, conferences, forums, and debates. Publications, reference to faculty use of professional journals, and research related to teaching and professional education are also used to support the fact that faculty keep abreast of developing trends in teaching and professional education. A supportive narrative to this effect should also be included to add emphasis to the data sheets. A summary of these data could be included in the institutional report along with

faculty self-evaluation/annual reports.

Standard IV.C: Faculty Development

A systematic, comprehensive plan for faculty development is used by the professional education unit to provide for faculty development.

Criteria for Compliance:

63. **Systematic and regular faculty development activities are provided for faculty, cooperating teachers, and others who may contribute to professional education programs.** A discussion of faculty development guidelines, faculty development plans, planned faculty development activities, use of faculty development grant money, and/or faculty development committee minutes are to be included in the institutional report and copies referenced in the exhibits. This includes the titles of various development programs provided and the number of faculty who participated.

64. **Faculty are actively involved in professional associations, and provided education-related services, at the local, state, national, and/or international levels in their areas of expertise and assignment.** The presentation of faculty data sheets demonstrate professional association involvement, e.g., paper presentations, committee assignments, leadership roles, etc., as well as services provided to local, state, national, and/or international educational organizations and/or groups. Summaries could be included in the institutional report, and actual copies should be included in the exhibits.

Standard IV. D: Faculty Evaluations

The unit implements a faculty evaluation system to improve faculty teaching, scholarly and creative activities, and service.

Criteria for Compliance:

65. **Faculty are regularly evaluated in terms of their contributions to the areas of teaching, scholarship, and service. These evaluation data are used in determining salary, promotion, and tenure.** The policy for promotion and tenure procedures cited in the institutuional report should be presented as evidence for compliance of criteria. Letters of recommendation for progress toward tenure could be presented. Reviews of

individual evaluation conferences could serve as additional support evidence. Procedures and criteria used by the promotion and tenure committees should be included in the documentation. Samples of peer and student evaluations in addition to faculty folios developed for promotion review could be included in the exhibit for this criteria. A narrative describing the responsibilities and roles of faculty and administration in the promotion and tenure policy could be presented.

66. **Competence in teaching is evaluated through direct measures of teaching effectiveness such as student evaluations.** Summaries of student evaluations completed in each course serve as supporting evidence of teacher competence. A narrative describing the process of peer review and samples of peer review evaluations could be included for documentation. Also included in the narrative could be adescription of the use of faculty self-evaluations and anecdotal records maintained by the head of the unit. Awards, honors and letters of commendation could be a part of the faculty exhibit.

67. **Evaluations of faculty are systematically used to improve teaching, scholarly and creative activities, and service within the unit.** Present the official policy that establishes faculty improvement as one of the goals of faculty evaluation. Include documentation of faculty development procedures focusing on faculty improvement. Longitudinal records that provide evidence of faculty activities directed toward improvement should be presented. Exhibits could include policies and procedures documents fromfaculty development committees. Samples of individual growth contracts, special leave activities, and sabbatical leave records could be included in the exhibit.

Standard V.A:
Governance

Criteria for Compliance:

68. **The goals of the professional education unit are congruent with the institution's mission.** Suggested documentation for this criterion include a chart or matrix showing relationship of institutional mission and the professional education unit's goals, written policies related to goal development and approval, meeting minutes which record the discussion and rationale used for approval of unit's goals, a statement from the vice-president for academicaffairs which confirms that the unit's goals and institution's mission are congruent.

69. **The unit effectively carries out its responsibility and discharges its authority in establishing and implementing appropriate policies for governance, programs, admission and retention of education of students, and faculty selection and development in professional education.** Suggested documentation includes policy manuals for unit faculty and for education students, copies of position descriptions for unit head and unit administrators, committee minutes showing that duties were carried out, copies of admission and retention policies, exhibits prepared from student files which verify that admission and retention activities are implemented, copies of the governance structure charts for the institution and the unit, flow charts which trace procedures involved in program approval.

70. **The unit effectively carries out its responsibility and discharges its authority in making decisions affecting professional education programs.** Suggested documentation includes copies of reports prepared for state program approval and regional accrediting agencies, copies of letters of approval from state, regional, and national accrediting agencies, copies of minutes from unit, curriculum committee, faculty senate meetings which verify that decisions were made bythe unit; copies of memorandums from administrators congratulating unit head or faculty data members for effective participation in decision making activities; faculty vita sheets showing that unit faculty attend seminars and workshops dealing with decision making.

71. **The unit effectively carries out its responsibility and discharges its authority for identifying, developing, and using appropriate resources for professional education.**

72. **The unit effectively carries out its responsibility and discharges its authority in developing and maintaining appropriate linkages with other units, operations, groups, and offices within the institution and with schools, organizations, companies and agencies outside the institution.** Documentation suggested for this criterion include copies of policies developed to ensure, coordinate, and enhance communication on and off campus; exhibits containingmemorandums to units, groups, offices, schools, etc.; copies of written contracts negotiated with school systems concerning student teaching supervision, etc.; copies of newsletters and publications used to enhance communication with students, faculty, schools, etc.; copies of letters sent to the unit which verify effective communication; copies of survey data verifying the quality of communication; unit faculty data sheets listing involvement with schools and community; chart listing unit faculty activities and services related to linkages.

73. **The unit has, and regularly monitors, a long-range plan.** Suggested documentation includes copy of the unit's long-range plan; copies of the policies related to long-range planning and

monitoring; minutes of meetings dealing with long-range planning and monitoring activities.

74. **An officially designated professional educator administers the professional education unit.** Suggested documentation includes copies of the unit head's letter of appointment and position description; copy of the unit head's official transcript; copy of the unit head's vita.

75. **A systematic plan ensures the involvement of teachers, education students and other education professionals in the unit's policy making and/or advisory bodies for the purpose of recommending requirements and objectives for professional education programs.** Suggesteddocumentation includes copies of policies related to inclusion of teachers, education students and education faculty on committee's involved with recommending requirements and objectives; minutes of meetings; copies of committee representation and responsibility; copies of surveys and results obtained when recommendations for program requirements and objectives are needed; charts showing unit policy making procedure.

76. **Policies in the unit guarantee due process to faculty and students.** Documentation suggestions include copies of published due process policies for faculty and students, copies policies related to appeals, copies of minutes that verify faculty and students are granted due-process. Policy manuals could be included in exhibits; committee and unit minutes which verify that faculty and students were involved in developing due process policies as well as copies of faculty and student requests to initiate the appeal procedure should be available.

Standard V. B:
Resources

Resources are available in the areas of personnel, funding, physical facilities, library, equipment, materials and supplies that allow the professional education unit to fulfill its mission and offer quality programs.

Criteria for Compliance: Personnel Resources

77. **There are sufficient numbers of faculty, including cooperating teachers and other field-based supervisors, to support programs offered by the unit. Each advanced degree program leading to the doctorate has at least three full-time faculty who have earned the doctorate in the field of specialization for which the degree is offered.** Criteria for compliance include the institution's faculty load policy and a summary of the number of faculty. The full-time-equivalents (FTE) of faculty devoted to the unit and the number of

cooperating teachers and other field-based supervisors should be reported.

78. **There are sufficient administrative, clerical, and technical staff to support programs offered.** Documentation supporting this compliance area could include a summary of faculty, administrative, clerical, and technical staff including actual numbers, percents and FTE allotments. Comparative data for the total campus would be valuable.

79. **Instructional resources for supervision of practicum experiences do not exceed a ratio of 18 full-time equivalent students to one full-time equivalent faculty member.** Compliance could be determined through a list of supervisors and the number of students each one supervises. The formula used to determine the faculty load ought to be presented and described.

80. **Support for faculty development is a least at the level of other units in the institution.** Faculty development support could be demonstrated through summaries of budgets for the various units in the institution. Reports of all faculty development activities should be included. Institutional grants, released time, sabbatical leaves, etc. should be identified and compared to similar activities which have been supported in other departments (units).

81. **The use of part-time faculty and graduate student who teach in professional education programs is limited to prevent the fragmentation of instruction and the erosion of quality, and they are supervised by full-time faculty to ensure program integrity, quality, and continuity.** Criteria for compliance could be demonstrated through summative reports of full-time faculty, part-time faculty, and graduate students listing the percent of use of these groups. Faculty who supervise graduate student instructors should be listed along with a narrative on the supervision procedures. Complete vita should be presented for part-time instructors and for graduate students who are instructing/supervising.

82. **The budget trends for the unit over the past five year and future planning indicate continued support for professional education programs.** Documentation of support includes budget summaries over the past five years, reports of special financial commitments, and future budget plans should be prepared.

83. **The unit allocates its available resources to programs in a manner that allows each of them to meet its missions and needs.** Compliance can be demonstrated by preparing review statements of the missions along with the budget allocated for each program supported by the unit. A comparison of budget needs/requests by each program could establish the relationship between the budget needs and the financial support provided by

the unit. The basis upon which budget allocations are determined should be explained and data should be presented which illustrate that equity has been achieved.

84. **Financial support provided during the last five years has been adequate for books in education, periodicals listed in Education Index, films and filmstrips, computer hardware and software, and other similar sources.** Criteria for compliance could include the budget that lists amounts of money spent in the categories identified and reports of the materials ordered and received. A narrative describing annual adjustments could be presented. Exhibits could include computer printouts of items acquired during the 5-year period.

Criteria for Compliance: Physical Facilities

85. **Facilities are accessible to individuals with disabilities.** Documentation includes citations of special adaptations for the handicapped including curb cuts, ramps, elevators, automatic doors, handicapped restrooms, etc. Policy statements on accessibility and student requests should be used as additional support. Special services, and special equipment should be reported.

86. **For each professional education program offered, faculty have office space, instructional space, and other space necessary to carry out the unit's mission.** Numerous forms of documentation could prove useful. A diagram and narrative of the unit and all other instructional spaces should be submitted along with a list of faculty and staff, and the room numbers of their offices. Summaries of faculty meetings that address the adequacy of the space as well as future needs could also be included. All special purpose space and equipment should be cited and described.

87. **The facilities are well-maintained and functional.** Documentation includes a summary of repairs undertaken, the cost of the repairs, and a plan for continued maintenance. A survey of faculty regarding maintenance could be used also. Building maintenance evaluation reports should be completed and presented.

88. **Facilities accommodate technological needs in professional education.** Compliance could be assessed through an accounting of the technology available to faculty, staff, and students in terms of computers, duplicating services, media equipment, instructional support materials, etc. which are provided. The hours the facilities are available for use, the number of support staff provided, and examples of professional programs (specialized software) available together with data regarding actual use should be reported.

89. **An institutional long-range plan for renovation/updating of physical facilities (i.e., additions and replacements) has been developed.** Documentation supporting this compliance area would include the long-range plan along with the process that was used to develop the plan.

Criteria for Compliance: Library, Equipment, Materials, and Supplies

90. **Library holdings provide adequate scope, breath, and currency to support the professional education programs.** Documentation could include lists of educationally relevant journals and indices including the years or volumes contained in the library along with a statement of the interlibrary loan policy that would accommodate access to other volumes and journals. A summary of the number of books and other related documents should be listed by topic areas, i.e., elementary education, reading, adult education, literature searches completed, computer search technique available, etc. Non book materials should also be reported.

91. **Systematic reviews of library and media materials are conducted periodically and are used to make acquisition decisions.** The periodic reviews must be presented as documentation. In addition evidence reported should clearly indicate that shortcomings have been addressed.

92. **An identifiable and relevant media and materials collection is accessible to education students and faculty.** Compliance for this criteria includes two components. The media and material collection must be identified and its location shown on a diagram. In addition, documentation should illustrate that the materials are relevant and accessible to students and faculty. Material relevancy and accessibility could be demonstrated through a cross-reference list with course assignments, text readings, journal citations, etc. A schedule of the access hours would also prove beneficial, or any indication regarding the actual use, i.e., number of items checked out. Results of student/ faculty surveys concerning relevancy and accessibility would also be helpful.

93. **Modern equipment is available to support administration, research, service, and instructional needs of the unit.** This criterion would be demonstrated through a summary of equipment (purchased during the last five years) available for use by the various units. Property control lists can be helpful.

94. **Necessary supplies are provided to support faculty, students, staff, and administration in the operation and implementation of programs, policies, and procedures.** Criteria

for compliance could include a summary of the budget for supplies for the various units, surveys of faculty, students, staff, and administrators regarding adequacy of supplies, etc.

CHAPTER SEVEN

IMPORTANT ELEMENTS OF THE PROCESS

In the institutional report are two-page descriptions of professional education programs offered at the institution. These descriptions should include information specified by NCATE. One part of each program description should focus on the typical course of study for each program offered by the institution. General education, specialized education, and professional education requirements for each program could be listed to show a well-planned sequence of courses. Course requirements may be grouped when appropriate. For example, requirements for the secondary and all-grades programs could be grouped. Documentation included as exhibits for this section could consist of the college catalog, student handbook, and advisement sheets that contain program requirements. Detailed course syllabi or course descriptions, as well as a matrix of course requirements for all professional education courses, must be developed and placed on file as a part of the exhibits.

The second component of a program description is an explanation of the model on which the program is based. One or more coordinated systems or designs supported with a knowledge base should be adopted by the educational unit as its model. The overall model should be described for all teacher educators programs. It would only be necessary to reference the overall model in the individual program descriptions. Special elements of the model which relate to specific programs could be described.

The third section of a program description should indicate the way in which national guidelines have been used in designing the program. The incorporation of the guidelines of professional learned societies with the professional education programs could be explained. The policy statement regarding the integration of the national guidelines with courses of study and a chart showing this integration would serve as documentation for this section.

FACULTY VITAE

A vita for each faculty member with direct responsibility in the professional education unit is included in the institutional report. This means that faculty members in departments other than education who teach subject matter to education majors should submit vitae only if they teach a professional education course or supervise student teachers. Each vita should be no more than two pages in length, and vitae should follow the format of the sample provided by NCATE. At the top of the first page of each vita should be the faculty member's name, rank, faculty appointment, and date of appointment. The vita contains seven sections.

Academic degrees held, the institutions at which they were earned, dates of degree completion, and fields of specialty are listed in the first section.

The second section is a listing in reverse chronological order of professional experience. Elementary and secondary teaching, as well as positions in school support service, should be listed.

The third section contains two parts. First is the faculty and administrative load for the most recent full year. Each course number and title and the credit hours for the course should be given. Other collegiate assignments for the most recent full year are listed in the second part of the section. Examples of these assignments are: acting as department head, serving on committees, and advising students. The number of advisees should be given.

The fourth section of the vita is a listing of current professional and academic association memberships. An asterisk is placed beside each organization whose meetings the faculty member attended. It should be noted if the faculty member held any offices or was on any committees of these organizations.

Section 5 contains current professional assignments and activities that are not teaching related. For example, serving as a consultant or an advisor to school boards, publishing companies, or departments of education would be considered nonteaching professional assignments and activities.

The faculty member's most recent and most important publications are listed in section 6. Complete bibliographic information, as well as the number of pages in the publication, should be presented.

The last section of the vita deals with research. Funded or personnel research, special studies, and documented research in progress should be listed. It is appropriate to give the title of the research, the amount and duration of any funding, and expected publication dates.

More complete vitae which contain past collegiate assignments, nonteaching assignments, publications, and research should be on file in the exhibits. A section on the faculty member's involvement with schools would be helpful.

Documentation such as class schedules, programs from meetings and conferences, and copies of publications and research could be filed in the exhibits for review. Transcripts should be made available in the appropriate office.

ON-SITE VISIT AND REJOINDER

After NCATE'S Unit Accreditation Board has declared that an institution has met its preconditions, an on-site visit is scheduled. Prior to informing the university, the Accreditation Board selects a Board of Examiners, (5 or 6 people) from a cadre of trained examiners and appoints a chair. All institutions are randomly assigned by NCATE to a Fall (September-November) or Spring (February-April) visit.

The Accreditation Board then sends to the university representative a letter of intent and semester of visit, names, addresses and telephone numbers of team members; and the designated chair. On receipt of the letter, the university representative should immediately initiate plans for the visit.

The following suggestions are intended to help universities make adequate preparation for the visit of the Board of Examiners.

Suggestions

1. Organize a committee to plan and execute the visit.
2. Generate a budget and seek funds from the administration.
3. Compile names of student teachers and early field experiences and student teaching sites, names and addresses of cooperating teachers and site administrators and send to chair of the Board of Examiners. This may be used in conjunction with the template.
4. Communicate with team chair to solicit reaction regarding correspondence sent. Solicit information about preferred field based sites, cooperating teachers and administrators to be visited. NB: Direct all inquires to the chair prearrange off-campus visits according to template for visit.
5. Have additional supporting materials (exhibits) conveniently located and systematically arranged for the teams to view, if they choose to do so. Develop a

good filing system so that materials can be quickly presented for review. Compile all correspondence or advisement regarding NCATE in a three ring binder.

6. Arrange campus interviews according to template for visit. Plan travel arrangements for team members including nearest airport and transportation from airport. Have a car available for team use or have someone available with a car to transport team members.

7. Reserve separate hotel rooms for each team member. Have a common work site at the hotel. Set up the room conference style and have enough work materials available (eg., computer, typewriter, overhead projector, newsprint, magic marker, masking tape, typing paper, pens for transfers etc.) for all team members. Fruits and coffee may be provided for Monday and Tuesday.

8. Set up a work room on campus equipped with the same work materials as the one at the hotel.

9. Provide an exhibit room at the institution. Mark all items clearly, using Standards and Criteria for Compliance as the basis or organization. Include:

   a. course syllabi

   b. faculty vitae

   c. preconditions document submitted to NCATE

   d. curriculum folios for precondition #8, critiques from specialty groups, and the institutional rejoinder to the critique

   e. all evaluation instruments and the results of the evaluation

   f. college catalogs

   g. documentation for each standard. Place materials in a manila folder by standard, label, and file sequentially.

   h. faculty/staff directory.

   i. list of the location of faculty and student records.

   j. list of courses in session during the on-site visit.

   - k. schedule of classes
   - l. minutes from advisory and policy-making committees.
   - m. most recent reports prepared for state program approval.
   - n. any supporting data that was not included in the preconditions.
   - o. information on governance

10. Plan a working dinner for Sunday afternoon in a private dining room. Remember the team is there to work and will not have much time for socializing. Limit the dinner guests to: Board members, and the dean or unit head(s) of the institution, institutional report writer, and two or three key individuals selected by the unit leaders).

11. Provide adequate support for visiting team including:
   - a. secretarial assistance. Have a secretary available solely to the team
   - b. access to telephone
   - c. arrangements for any off campus visits
   - d. one or more guides for Board members
   - e. arrangements for observations of professional education classes
   - f. access to student and faculty records
   - g. access to samples of student papers, theses, dissertations, etc.

12. Provide attractive and clearly written name tags for Board members.

13. Appraise administrators, faculty, students, cooperating teachers, student teachers and personnel of the dates of the Board's visit and expectations.

14. Be cordial and professional to each Board member.

15. Plan for someone to meet Board of Examiners at the airport or designated hotel, if they drive.

16. Be prompt in responding to Board members' requests.

17. Arrange a final meeting with the dean and Board chair.

18. About three weeks after the Board's visit send a personalized thank you letter to each member of the Board.

Following an on-site review by the Board of Examiners, the team chair compiles the written report of the team's findings. The report indicates whether NCATE standards are met, lists the supporting evidence that led to the decisions, and identifies strengths and weaknesses in the professional education unit. Within 30 days of the on-site visit the report is mailed to NCATE and the head of the professional unit.

The unit head, in consultation with the chief executive officer of the institution, is required to acknowledge receipt of the report and is given an opportunity to comment on it. In the rejoinder the unit can file supplemental materials pertinent to the facts and conclusions found in the written report. It is always helpful to address every weakness mentioned in the report with supporting documents.

The rejoinder must be submitted to NCATE within 30 days of receipt of the report.

An audit committee of the Unit Accreditation Board examines the team report and the institutional rejoinder and recommends approval or disapproval of accreditation to the full membership of the Unit Accreditation Board. The Unit Accreditation Board, in turn, considers and acts upon the recommendations of the audit committee on whether to accredit the professional education unit.

A few weeks after the Unit Accreditation reviews thereport and rejoinder, the executive director sends a letter of notification and an action report to the institution's chief executive officer and the unit administrator. The majority of institutions are usually accredited.. However, in case accreditation is denied, the institution may appeal to a Review Panel comprised of representatives appointed by NCATE.

The findings and recommendations of the Panel will be reported to the Executive Board for their action. For additional information refer to the NCATE Standards, Procedures and Policies (NCATE, 1987, pp. 18-19).

Reference

National Council for Accreditation of Teacher Education. (1987). Standards, procedures, and policies for the accreditation of professional education units. Washington, D.C.: Author.

CHAPTER EIGHT

NEW BEGINNING: IT IS TIME FOR AN ATTITUDE CHANGE

National attention is currently focused on the relationship between high quality teacher preparation and excellent schools. National accreditation is one step toward preparing effective teachers and other professional school personnel. Like the accrediting agencies for other professions, NCATE provides public assurance that professional education units meet certain standards for quality in the preparation of school personnel (Gollnick & Kunkel, 1986, p. 314).

The fact that your unit has successfully completed the assessment process and was awarded full accreditation calls for a time of rejoicing. This is also a time for continuance of the full process of data collection, analysis, policy making, documentation, and overall enhancement of the unit. This process should be referred to as The New Beginning. It should be viewed as an attitude change, for most have usually gathered and processed material only when it was "really necessary". It is a time to incorporate all of the expertise from the assessment team's commentary into your unit's, and most especially, your institution's short and long range goals. All goals should be achievable and not contingent upon possible funding from the legislature, potential donations, or grandiose dreams beyond your unit's mission and service area.

College and university units should adopt the posture of documenting and filing all of their activities. There is a need to establish and have a "paper-trail". While creating paper-trails a unit needs to promote itself. Every unit is in competition with other units which provide similar if not the same types of service. An institution should be positive about the benefits it can render to the student, or potential student, rather than describing content. The promotion should be targeted to the sector of the potential and current student market likely to respond. The language that is used should be understandable and must avoid nonspecific descriptors. Promotion should be done by personal contact, brochures, local radio and TC slots, and advertisements in local/specialist publications. Materials and contacts should be colorful yet succinct. Follow-up documentation should be gathered once interest has been shown with respect to your unit. Promotion of the unit is different than promotion of the full institution as a whole. There are common elements in both, and one should "piggyback" on the other (Further Education Unit, 1987).

Long range planning should be part of the attitudinal mind-set of the unit. The unit should gauge its own strengths and weaknesses. The following checklist should help most units when it comes to planning for enhancement.

Members of the unit should complete the Strengths and Weaknesses Action Tablet Matrix (SWATM) and view the full system from a realistic and achievable set of goals in the near future. This is a modified version of the college assessment tool developed by the Further Education Unit (1987). This checklist would be completed by all members of the unit periodically and centrally monitored in order to have an on-going assessment data base.

THE STRENGTHS AND WEAKNESSES ACTION TABLET MATRIX
(SWATM)

Directions: Read each major statement first. Then read each substatement. React to the material with respect to the matrix headings. Write a comment, or word that it most applicable for all portions of each matrix.

Item #1: The Professorate is Professionally Capable

Criteria	Action Status			
	What Do We Do Now?	Improvements Needed?	What Do I Do?	Who Is Responsible?
1a All Professors hold a teaching certificate				
1b All Professors have been employed outside higher education				
1c The Full faculty works easily together				

Item #2: The Needs Of The Profession Are Defined By:

the Responsible?	What We Do Do Now?	Needed Improvements?	What Can I Do?	Who is
2a Committees				
2b Learned Societies				
2c Education Market Specialists				
2d Surveys				
2e Professors who visit schools				
2f Education Groups				

Item #3: Learning Is Related to the World of Education By

Activity	Action Status			
	What Do We Do Now?	Improvements Needed?	What Can I Do?	Who Is Now Responsible?
3a School Visits				
3b Guest Speakers				
3c Field Experiences				
3d Reflection and Sharing of Experiences				
3e Theory Application				
3f Community Involvement				

Item #4: Staff Members are Up-To-Date

Criteria	Action Status			
	What Do We Do Now?	Improvements Needed?	What Can I Do?	Who Is Responsible?
4a Through Their Own Research				
4b Subject Development				
4c Teaching and Learning Strategies				
4d Conferences				
4e Societal Interaction				

Item #5: Equipment and Physical Plant

Criteria	Action Status			
	What Do We Do Now?	Improvements Needed?	What Can I Do?	Who Is Responsible?
5a Are Regularly Inspected				
5b Are Monitored For Their Use				
5c Are Safe And Adhere To Regulations				

Item #6: Sound Educational Theory Guides All Program Planning

Criteria	Action Status			
	What Do We Do Now?	Improvements Needed?	What Can I Do?	Who Is Responsible?
6a Theory And Practice Are Integrated Into The Full System				
6b Students' Prior Learning, Current Situation, Needs And Interests Are Reviewed for Admission				
6c Students' Basic Skills Are Monitored, Developed, and Applied To Real Life Situations				
6d Formative Assessments Are Jointly Owned By Professors And Students				

Item #7: Students Are Supported By Clear and Adequately Organized Systems

	Action Status			
Systems	What Do We Do Now?	Improvements Needed?	What Can I Do?	Who Is
Responsible?				
7a Induction System				
7b Individual Tutoring Services				
7c Guidance and Advisement				

Item #8: A Clear Educational Market Strategy Exists To Attract Quality Applicants

Programs	Action Status			
	What Do We Do Now?	Improvements Needed?	What Can I Do?	Who Is Responsible?
8a Recruitment of Top Quality Students				
8b Comprehensive Public Relations Advertising Programs				

Item #9: Course Plans, Instructional Modes, and Evaluation Plans Are Educationally Sound

Criteria?	Action Status			
	What Do We Do Now?	Improvements Needed?	What Can I Do?	Who Is Responsible?
9a The Progression Route Between The Courses Is Clearly Defined				
9b Courses Are Evaluated Regularly And Take Into Account The Opinions of All Persons Involved				
9c The Physical Environment is Welcoming and Seminars Are Provided to Enable a Relaxed and Varied Lifestyle				

Item #10: Clearly Defined Policies Exist For:

	Action Status			
Actions Responsible?	What Do We Do Now?	Improvements Needed?	What Can I Do?	Who Is
10a Minorities				
10b Women				
10c Handicapped				

Item #11: List of Priority Actions

Types of Support	Action Status			
	What Do We Do Now?	Improvements Needed?	What Can I Do?	Who Is Responsible?
11a Encourages Teaching and non-teaching Staff to Interact from Different Departments				
11b Insures that there are no hidden barriers				
11c Provides for an intregrated curricular				
11d Responds to changed requirements by National accrediting Agencies				
11e Encourages Collarboration with local business, industry, and community groups				

Item #12: List of Priority Actions

Cite the Priority Items	Action Plan		
	What is the Needed Action?	What I Plan to Do!	What Must the Responsible Person Do?
12a First Priority			
12b Second Priority			
12c Third Priority			
12d Fourth Priority			

A FINAL THOUGHT

When undertaking a program of unit development, it is necessary to leave "tracks" of writing which are precise and reflective (Gideonse, 1988). It is not possible to assess without examining and reexamining one's values and the unit's values surrounding them. It is necessary to be organized, have an open communications system document all activities and actions, and keep a positive attitude in order to enhance your educational unit (Beach, 1988). Institutions of higher education have a duty to plan, assess and enact new policies for the betterment of society. "Effective planning structures provide the means to modify goals, develop programs, alter methods of instruction, cope with shifting levels and sources of support, and continually monitor institutional vitality" (North Central Association, 1988, p. 15)

References

Beach, D. (1988, July). *What it took to complete NCATE: Drury's story*. Paper presented at the NCA/AACTE Teacher Education Workshop, Jonesboro, AR.

Further Education Unit. (1987). The college does it better: A resource for colleges of further education. (ERIC Document Reproduction Service No. ED 281 013).

Gideonse, H. (1988). *Relating knowledge to teacher education: Responding to NCATE's knowledge base and related standards*. Manuscript submitted for publication.

Gollnick, D., & Kunkel, R. (1986). The reform of national accreditation. *Phi Delta Kappan*, 6, 310-314.

North Central Association. (1988). *Self-Study for Commission Evaluation*, Chicago, IL: Author.

PART IV

INDIVIDUAL REPORTS

Chapter Nine: A needs Asessment Instrument for A Master of Education Program at the School fo the Quarks. By Jo Ann Bass

Chapter Ten: A Rationale for the Instructional Skills Area of the Professional Knoledge Base: An Arkansas STate University Model. By Mary Jane Bradley

Chapter Eleven: Minorities in Higher Education. By Fredda D. Carroll

Chapter Twelve: The NCA Self Study Report: The Coordinator's Visit. By Vertie Carter

Chapter Thirteen: A Comprehensive Model for Effective School/University Collaboration. By Valerie L. Colyard

Chapter Fourteen: Field Based Experiences: From Spectator to Teacher. By Barbara A. Jones

Chapter Fifteen: An NCATE Based Quality Teacher Preparation Programs. By Kenneth D. Moore

Chapter Sixteen: General Education: Good or Bad? (A Teacher Education Perspective). By Billie Jo Rieck

Chapter Seventeen: Accreditation of Institutions of Higher Education and Colleges of Educaiton: A List and Brief Synopses. By Janice M. Schnorr

Chapter Eighteen: Assessment Is Part of Life: Reduce Fears, Anxiety, and Stress. By John R. Zealzak

CHAPTER NINE

A NEEDS ASSESSMENT INSTRUMENT FOR A MASTER OF EDUCATION PROGRAM AT THE SCHOOL OF THE OZARKS

by

Jo Ann F. Bass

INTRODUCTION

The School of the Ozarks dates from 1906 when the Missouri Synod of the Presbyterian Church and the State of Missouri granted the establishment of the school. The institution operated as a high school until 1956 when two years of junior college were added. This format continued until 1964 when the two-year program was expanded into a four-year liberal arts program. In 1967, the last high school class and the first college class were graduated.

Currently, The School of the Ozarks offers programs leading to teaching certification in Missouri. Basic programs are offered in the certification areas of Elementary Education, Secondary Education, and All Grades. Add-on certification is provided in several areas. Students may choose to complete the Bachelor of Arts or Bachelor of Science degree program. The Teacher Education Program is accredited by the State of Missouri and the National Council for Accreditation of Teacher Education (NCATE).

PURPOSE

The purpose of this paper is to develop a survey instrument and accompanying letters to be used in determining the extent of need for a master's program in education at The School of the Ozarks.

RATIONALE

Two factors necessitate the development of a needs assessment instrument. First, certification standards for teachers in Missouri public schools will change on September 1, 1988. After that date, no more life certificates will be issued. A two-year Professional Certificate I (PC I) will be issued to graduates of Missouri approved teacher education programs or to graduates of out-of-state approved teacher education programs who meet the minimum certification requirements. A three-year Professional Certificate II (PC II) will be issued to teachers with two years of teaching experience who have participated in a professional growth plan and in performance based teacher evaluations. A five- year Professional Certificate III (PC III) will be issued to teachers with five years of teaching experience who have continued to participate in a professional growth plan and in performance based teacher evaluations. In addition, these teachers must have completed 30 clock hours of in-service education and must have earned six hours of college credit. A Continuous Professional Certificate (CPC) will be issued to teachers with ten years of teaching experience who have continued to participate in a professional growth plan and performance based teacher evaluations. A master's degree must have been earned during the ten years since the completion of the bachelor's degree.

The second reason for conducting a needs assessment survey is directly related to the first reason. Because the new certification requirements necessitate graduate study, teachers in southwest Missouri, where The School of the Ozarks is located, may prefer to go to graduate school near their homes. Within a 40-mile radius of The School of the Ozarks, there is no college or university which offers a master's program in education. This 40-mile radius includes a section of northwestern Arkansas from which The School of the Ozarks attracts students.

METHOD

A needs assessment instrument (see Appendix A) was developed after examining survey instruments in the literature. In one study, Trotsky (1978) constructed a survey instrument that consisted primarily of completion items that could be answered with minimal writing while in another study, Ambury (1980) wrote statements which the respondents rated using a four-point Likert scale. The author decided to construct an instrument that would use a combination of completion items and items to be ranked on a four-point Likert scale. Because a survey instrument to determine the need for a graduate program in education was not found in the literature, all new items had to be written for this study. These items were based on questions that were raised during departmental discussions.

To prepare for conducting the survey, books which list public schools in Missouri and Arkansas will provide the education department faculty with names and addresses of schools within a 40-mile radius of The School of the Ozarks. These books also contain the number of teachers in each school. A packet of information will be prepared for each school. Each packet will contain a cover letter to the principal (see Appendix B) and a cover letter (see Appendix C) and a needs assessment instrument for each respondent. An addressed postage paid envelope will also be included in the packet.

When the surveys have been returned, the responses will be tabulated and a decision will be made as to whether a master's program in education should be proposed at The School of the Ozarks.

References

Ambury, G. G. (1980). The master of education program: An assessment of perceived needs. Kingston, Canada: Queen's University. (ERIC Document Reproduction Service No. ED 192 673)

Trotsky, I. (1978). Research training at the University of Oklahoma: An opinion survey. Norman, OK: University of Oklahoma. (ERIC Document Reproduction Service No. ED 160 039)

Appendix A
Needs Assessment
Master of Education Program
The School of the Ozarks

Section 1. General Information

1. Present employer____
2. Present position____
3. a. Do you possess a graduate degree?____________
   b. If no, have you taken any graduate courses?_________
   c. How many hours?___________
   d. At what institution?_______________________________
4. a. Do you plan to do graduate work?_____________________
   b. Would you seek a master's degree in education?______
   c. Would you be a non-degree student in education?_____
5. Are you a graduate of The School of the Ozarks?________
6. Have you taken courses at The School of the Ozarks?____
7. If The School of the Ozarks were to offer a Master of Education program, how likely would you be to enroll?
   a. Very likely_____ b. Somewhat likely_____
   c. Not very likely_____ d. Not at all likely_____
8. How many courses do you think you would take each semester?____
9. How many miles would you have to commute (one-way)?
   ____

Section 2. Potential Areas of Study

Please check ( ) the area in which you would most likely do graduate work.

1. Early childhood education_____
2. Elementary education_____
3. Middle school--junior high school_____
4. Secondary education (specify area of specialization)_____
   ____
5. Special education (specify area of specialization)_______
   ____
6. School administration (specify area of specialization)___
   ____
7. Guidance services (specify area of specialization)______
   ____

Section 3. Program Presentation

On the blank to the left of each item, please put a number from 1-4 to indicate your time preference for course offerings. The numbers are equivalent to the following statements:

1=I would not take a course at this time.
2=I might take a course at this time.
3=I would probably take a course at this time.
4=I would definitely take a course at this time.

______1. Fall/spring--regular day schedule
______2. Fall/spring--evenings
______3. Fall/spring--Saturday
______4. Summer--regular day schedule
______5. Summer--two-week workshops
______6. Summer--four-week workshops

Section 4. Additional Comments and Suggestions

Please add any comments and suggestions which you feel would be helpful in determining the need for a master's program in education at The School of the Ozarks.

Appendix B
Cover Letter to Principals

Dear :

Because of changes in teacher certification, it is incumbent upon educational institutions to review their programs and make necessary changes if they are to continue to meet the needs of the populations which they serve.

The faculty of the Education Department of the School of the Ozarks is conducting a survey in which opinions are being solicited regarding a Master of Education program. These opinions will be used as the basis for making decisions as to the need for such a program.

We are requesting that you complete one of the enclosed questionnaires and that you ask each of the teachers in your school to complete one. All of the completed questionnaires may be returned in the enclosed envelope. Although there are no personal questions on the form, confidentiality is assured.

Your assistance in this endeavor will be of much benefit to us. If you have any questions regarding the survey, you may call me at (417) 334-6411, ext. 258.

Sincerely,

Jo Ann F. Bass
Assistant Professor of
Education

Appendix C
Cover Letter to Respondents

Dear Educator:

The faculty of the Education Department at The School of the Ozarks is conducting a survey to obtain your feelings on the need for a master's program in education at The School of the Ozarks. Your response is very important to us as we plan for the future.

Please answer the questionnaire to the best of your ability and return it to your principal at your earliest convenience. All responses will be strictly confidential; only totals will be reported.

We thank you in advance for your assistance and prompt reply.

Sincerely,

Jo Ann F. Bass
Assistant Professor of
Education

CHAPTER TEN

A RATIONALE FOR THE INSTRUCTIONAL SKILLS AREA OF THE PROFESSIONAL KNOWLEDGE BASE: AN ARKANSAS STATE UNIVERSITY MODEL

by

Mary Jane Bradley

INTRODUCTION

The competence of any profession is substantiated by the validity of the procedures followed in the course of delivering the professional services. If the procedures are supported by scientific studies or research, the individual is judged to be professionally competent. There is a common core of knowledge needed by all teachers to effectively teach students. Therefore, teacher preparation programs can no longer exist without sufficiently addressing the common universal elements of professional knowledge.

Research on effective schools and effective teaching has produced empirical evidence that selected teaching skills are basic to effective teaching. These teaching skills should be placed in a teacher education program. Therefore, each institution must declare a knowledge base for teacher education and implement it to adequately prepare effective teachers.

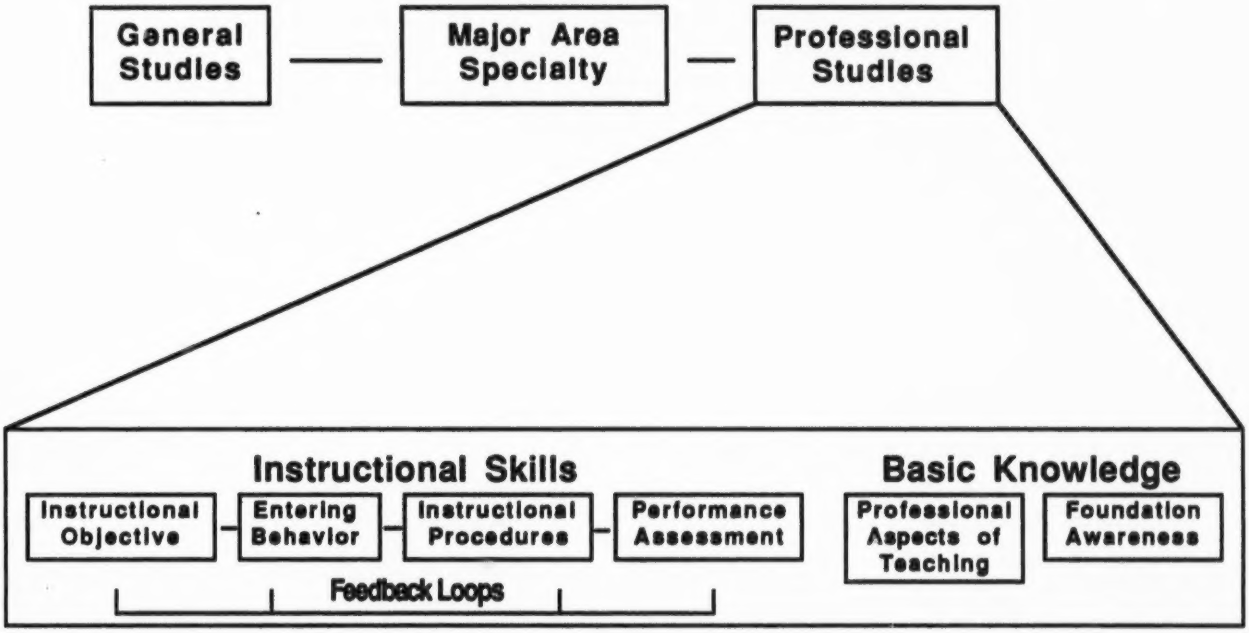
The 1987 NCATE standards divide the curriculum for professional education units into the components of general education, specialty studies, and professional studies. All three components are recognized as integral parts of the knowledge base. However, it is beyond the scope of this project to include all three.

The proposed professional studies model consists of two basic areas: basic knowledge and instructional skills. Basic knowledge is comprised of the two components aspects of teaching and foundation awareness. Instructional objectives, entering behavior, instructional procedures, and performance assessment are the components of the instructional skills area.

An outline of the professional studies knowledge base is given to specify the topics for each component of the two basic areas of the model. However, this voluminous project is specifically limited to the first three components of the instructional skills area: instructional objectives, entering behavior, and instructional procedures. Although interrelated, the components are separated to facilitate the process of providing research that supports the rationale for including each component in a quality teacher education program.

Figure 1

Arkansas State University
Design of Secondary Teacher Education Program


General Studies
Major Area Specialty
Professional Studies
Instructional Skills
Basic Knowledge
Instructional Objective
Entering Behavior
Instructional Procedures
Performance Assessment
Professional Aspects of Teaching
Foundation Awareness
Feedback Loops

The model (Figure 1) and outline of the Arkansas State University Design of Secondary Teacher Education Program on the following pages were developed in the Spring of 1988 by Dr. J.P. Sweat, Chairman of the Educational Administration and Secondary Education Department.

I. Instructional Skills

  A. Instructional Objectives

    1. Formulate and use appropriate instructional objectives at or near the correct level of difficulty and complexity. (Instructional Design, Special Methods, Measurement and Evaluation, and Student Teaching)

      a. Identify and use resources that assist in determining the correct objectives to use. (Instructional Design, Special Methods and Student Teaching)

      b. Use Bloom's Taxonomy to adjust the level of instructional objective difficulty. (Instructional Design, Special Methods and Student Teaching)

  B. Entering Behavior

    1. Assess and adjust alterable entering behaviors of students with reference to proposed learning outcomes. (Instructional Design, Special Methods, and Student Teaching)

      a. Use task analysis to determine essential enroute learning. (Instructional Design, Measurement and Evaluation, and Student Teaching)

      b. Use diagnostic test to assess student skills in relations to essential learnings needed. (Instructional Design, Measurement and Evaluation and Student Teaching)

      c. Identify alterable and unalterable student entering behaviors. (Educational Psychology and Student Teaching)

      d. Understand motivation-retention-transfer-reinforcement, readiness, maturation, intelligence, grade level, mental development. (Educational Psychology and Student Teaching)

e. Properly sequence instructional objectives. (Instructional Design, Special Methods and Student Teaching)

C. Instructional Procedures

1. Design and conduct instructional procedures for the attainment of proposed instructional objectives. (Instructional Design, Special Methods and Student Teaching)

   a. Use correct technique and delivery when presenting content, process, definitions, models and examples. (Instructional Design, Special Methods and Student Teaching)

   b. Demonstrate appropriate set activities at the beginning and other appropriate times during the lesson. (Instructional design and Student Teaching)

   c. Demonstrate correct questioning and response techniques within the lesson. (Instructional Design, Special Methods and Student Teaching)

   d. Apply relevant closure techniques within the lesson. (Instructional Design and Student Teaching)

   e. Manage teaching time effectively through proper transitions, monitoring, and planning. (Instructional Design, Special Methods and Student Teaching)

   f. Use the principles of learning. (Educational Psychology, Instructional Design and Student Teaching)

   g. Manage the classroom to set the appropriate learning climate. (Instructional Design and Student Teaching)

   h. Monitor and adjust the teaching act. (Instructional Design and Student Teaching)

i. Integration of instructional technology, teaching aids, and procedures particularly appropriate to the subject, level, and the learner. (Special Methods, Instructional Design and Student Teaching)

D. Performance Assessment

1. Evaluate learning outcomes on the basis of changes in learner behavior. (Educational Measurement and Student Teaching)

    a. Develop objectives and assessment plans for units of instruction. (Educational Measurement and Student Teaching)

    b. Select and construct assessment instruments to measure student achievement. (Educational Measurement and Student Teaching)

    c. Utilize administration and monitoring procedures to facilitate the assessment of individual student achievement. (Educational Measurement and Student Teaching)

    d. Interpret test results to analyze individual and class achievement. (Educational Measurement and Student Teaching)

    e. Use assessment results to evaluate the effectiveness of instruction. (Educational Measurement and Student Teaching)

    f. Use the microcomputer to develop and administer tests and to record and analyze test results. (Educational Measurement and Student Teaching)

    g. Interpret educational data. (Educational Measurement and Student Teaching)

II. Basic Knowledge

1. Professional Aspects of Teaching
   The student will:

   a. Comprehend the governance of the American Public Education system. (Introduction to Teaching)

   b. Understand the role of the teacher in secondary schools. (Introduction to Teaching)

   c. Be aware of typical and atypical students from diverse cultures and knowledge of provisions made for them in secondary schools. (Introduction to Teaching)

   d. Be aware of community involvement and its relationship to the school. (Introduction to Teaching)

   e. Know the elements of the teaching act. (Introduction to Teaching)

   f. Explore interest in teaching as a career. (Introduction to Teaching)

   g. Become aware of personal characteristics which may be utilized to determine his or her fitness for teaching. (Introduction to Teaching)

2. Foundation Awareness

   The student will:

   a. Understand the historical antecedents of contemporary education. (Foundations)

   b. Understand the types of philosophy prevalent in contemporary American Schools. (Foundations)

   c. Comprehend the legal basics on which the American education system is controlled, organized, administered and financed. (Foundations)

d. Understand and be sensitive to contemporary issues in American education. (Foundations)

COMPONENT ONE:
RESEARCH BASE FOR INSTRUCTIONAL OBJECTIVES

Most educators realize the importance of instructional objectives and have concluded that objectives are a universally accepted component of an educational endeavor. Students are likely to achieve more when they know what they are expected to learn. Thus, preservice teachers must learn how to formulate appropriate instructional objectives at or near the correct level of difficulty and complicity as a part of their preinstructional planning. Not only are students more likely to learn but also according to a study by Peterson, Marx and Clark (1978) teachers carry out their plans once they are made. Furthermore, communication of these learning goals is a useful teacher behavior that facilitates student learning and effective instruction according to Good, Biddle, and Brophy (1975).

Hoover (1976) stated the most fundamental part of teaching is the formulation of worthwhile objectives which guide teacher and student in the selection, organization, and evaluation of learning experiences. Objectives "...constitute the hub around which all other instructional activities revolve..." (Hoover, 1976, p.22). Pierce and Lorber (1977) substantiated this point concluding that objectives are important because every other part of the instructional process depends directly on objectives. If objectives are poor the rest of the instructional process is likely to be poor. If objectives are well stated, the instructional process is more likely to be equally strong.

Through the use of instructional objectives preservice teachers can identify and use resources that assist in determining the correct objective to use. According to Gronlund (1981) instructional objectives play a key role in the instructional process because a clear description of the intended instructional outcome will assist in selecting relevant materials and methods of instruction. Furthermore, when objectives are properly stated they serve as guides for both teaching and evaluation.

In successful schools, instructional objectives provide the foundation for achieving and measuring student achievement. Bloom (1976) found that specific learning outcomes are the foundation of a student mastery program. Objectives give direction. Without direction teaching activities are haphzard rather than organized. The use of objectives promote achievement.

The classification and evaluation of educational objectives according to Bloom, Engelhart, Furst, Hill, and Krathwohl (1956) must be a part of the total process of the curriculum development. The taxonomy of cognitive objectives would enhance the preservice teacher's understanding of the wide range of abilities in cognitive learning. Therefore, it is imperative that teachers in training learn how to use Bloom's cognitive taxonomy in order to adjust the level of instructional objective difficulty to facilitate student learning.

COMPONENT TWO:
RESEARCH BASE FOR ENTERING BEHAVIOR

Cognitive entry behaviors constitute a necessary link between the learners and the accomplishment of the learning task. Only if the student acquires the necessary entering behaviors can attainment of the criterion of achievement specified for the learning task be met. This thought challenges education to organize schools and teacher roles so as to achieve optimal student learning. According to Bloom (1980) this optimal date can be accomplished.

> A major revolution has taken place during the past decade in educational research and our understanding of some of the factors that directly influence learning in and out of school. As a result, student learning can be improved greatly, and it is possible to describe the favorable learning conditions that can enable virtually all students to learn at a high standard. Researchers who were one time concerned about providing equality of educational opportunities for students now speak of the learning conditions that can bring about equality of educational outcomes for students. And such educational outcomes are at very high levels of attainment. (p. 382)

To implement mastery learning, Block (1971) contends the emphasis has been on ensuring that the majority of students enter learning tasks with the necessary cognitive entry behaviors. Basic to all instruction, then is the assessment of students cognitive entry behaviors. According to Popham and Baker (1970) many hours on instruction are wasted developing skills students already possess. Likewise, many students who do not possess the prerequisites for learning outcomes are doomed to failure. Therefore, preservice teacher must be able to assess cognitive entering behaviors to effectively teach students without wasting valuable instructional time.

Porter and Brophy (1988) stated that "... teachers need to know how to adapt their instruction to students' preexisting knowledge..." (p. 80) Thus teachers must build bridges linking the content to be learned to students' existing knowledge.

Teachers not only must assess entry skills but must also be able to determine essential enroute learnings of a terminal learning outcome. To promote student achievement and mastery learning, teachers must be adept in arranging in a sequential order a set of learning tasks necessary to accomplish the desire learning outcome. Mastery of the first learning task in a prerequisite for the learning of the second task, mastery of the second task is a prerequisite for the third task, and so on (Bloom 1976). Teachers can assess entry skills and enroute learnings of students through the use of a pretest. A pretest will include terminal behaviors as well as a sampling of entry and enroute learning behaviors. Gronlund (1981) substantiates the use of pretests to measure whether students possess the prerequisite skills needed to succeed in a unit.

In recent years educational researchers have proven that teachers must be able to adjust alterable variables in order to achieve optimal student learning. Based on research that provides evidence of a causal link between variables that can be altered to increase learning, Bloom (1980) indentified five variables that can be altered. These five alterable variables are: Time-on-task, cognitive entry behaviors, formative testing, quality of teaching, and home involvement. To improve the learning process, preservice teachers must understand how alterable variables can be altered and their consequent effect on students and learning.

COMPONENT THREE:
RESEARCH BASE ON INSTRUCTIONAL PROCEDURES

Of the many factors critical to students' successful achievement in school, one of the most important is the professional competence of teachers. According to Hunter (1976) competence of teachers should be based on what a teacher does --instructional procedures-, not what a teacher is. According to Good, Biddle, and Brophy (1975), certain teachers are more successful in eliciting student learning than others because of consistent differences in teaching behavior. If teaching behavior makes a difference in successful student learning, it is imperative to include instructional procedures in the training of preservice teachers.

Teachers who use a variety of approaches stimulate student interest, thus obtaining more effective responses from their students (Good and Brophy 1973). Thus, teachers should have a repertoire of teaching methods to be successful in increasing student achievement. Additionally, the Stanford studies and Clarity studies cited by Fenstermacher (1986) in the Handbook of Research on Teaching (1986) reported that clarity of presentation is a consistent correlate of achievement.

To increase student learning preservice teachers should demonstrate appropriate set activities at the beginning and at other appropriate times during the lesson. According to Ausubel (1968) if a teacher begins lessons by providing orientation and direction and maintains direction by transitions, students are better able to process information which increases learning. Furthermore Porter and Brophy (1988) reported that some teachers are especially effective in helping students understand why a learning might be useful to them. These teachers begin the lessons with a statement of what is to be learned and how it relates to what has been learned earlier or will be learned in the future. Hunter (1982) stated students will extend more effort, and consequently, increase their learning if teachers can explain why a learning is important to the students.

Another instructional procedure topic for consideration for preservice teachers is the ability to demonstrate correct questioning and response techniques within the lesson. In the Texas study conducted by Brophy and Evertson (1974) successful teachers asked many questions during the teaching act. Most questions were product rather than process. The results of the study also indicated teacher feedback, especially positive responses to good answers correlated positively with student achievement. The Stanford Study cited in the article "Teacher Behavior and Student Achievement" in the Handbook of Research on Teaching (1986) substantiates the importance of teachers providing feedback to students responses and also to improve incomplete or incorrect responses as essential in the effectiveness in teachers' presentations. Without teacher feedback students do not know if they have adequate information, thus student achievement will be minimized. Porter and Brophy (1988) support that effective teachers continuously monitor students' understanding and provide detailed feedback whenever necessary.

Research indicates student achievement is maximized when teachers structure the lesson, actively teach and adequately manage the classroom. Teacher preparation programs incorporate these practices into the training of preservice teachers. According to information presented by Brophy and Good (1986) in the Handbook of Research on Teaching teachers who structure the beginning with overviews, advance organizes, or review of objectives are more successful at maximizing student learning. Also stated in the handbook is the fact the students achieve more in classes where they spend most of their time being taught or supervised rather than working on their own. Effective classroom management enables students to engage productively in learning activities. Brophy (1979) states that effective teachers know how to organize and maintain a good classroom environment. Good teachers tend to be good classroom managers. For preservice teachers to be able to devote maximum time on learning, adequate management techniques must be learned.

CONCLUSION

To prepare teachers adequately, institutions with teacher education programs must ensure that their programs are developed with a knowledge base built upon established and current research finding and practice. The overall purpose of this project was to begin gathering research to formulate the professional skills knowledge base for Arkansas State University. The paper was limited to the area of instructional skills, specifically addressing the components of instructional objectives, entering behavior and instructional procedures. Empirical research was cited for topics of three components to provide a rationale for inclusion in the teacher education program at Arkansas State University.

This work is only in an embryonic stage. The basic knowledge area of the model and the fourth component of the instructional skills area, performance a assessment, needs to be addressed. Additionally, more sources need to be cited to address certain topics of the third component, instructional procedures.

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for teacher preparation programs
Sequential program development
and mission fulfillment
68 Congruent goals
69 effective administration
70 responsibility and delegation
71 Effective resource use
72 appropriate linkages
73 long range planning
74 designated administrator
75 Wide-range involvement
76. Due process
VIII. Everything necessary for mission fulfillment and effective programs is available.
qualified personnel
81. Minimum
82. Stable budget
83. Fair allocation
84. Stable library
85 Accessible facilities
86. Adequate space
87. Great facilities
88. Technology
89.

CHAPTER ELEVEN

MINORITIES IN HIGHER EDUCATION

by

Fredda D. Carroll

Within the next decade, the minority populations in the United States are expected to increase significantly. By the year 2000, minorities will constitute one third of the population (King, 1986), and as these numbers multiply colleges and universities will have to assume responsibility for preparing minority youth for leadership roles in the society.

It has become increasingly apparent that minority populations, particularly Blacks, are enrolling in predominantly white colleges and universities (Fleming, 1981; Taylor, 1986; Smith, 1981). However, the major impact of this trend has revealed that black students encounter adjustment problems that inhibit their progress in higher education.

As universities progress toward "excellence", specific curriculum criteria must be completed and evaluated. Schools of teacher education that are interested in obtaining and maintaining credibility within the academic community will undergo the rigorous process and requirements of accreditation by the National Council for Accreditation of Teacher Education (NCATE). Colleges and universities will be examining themselves to determine if they are eligible to be given the NCATE seal of approval. NCATE (1987) recommends that all institutions be sensitive to minority students and address the multicultural and global perspectives of higher education.

If colleges are to seriously address the issues of minorities and global perspectives, the institution and its administrators must be committed and actively participating in the acculturation process. These officials must assume the lead in modeling for their faculty positive interactions with minorities. In addition, (Smith, 1981) stated that, "these administrators will need to become sensitized to the racism and hostility which Black students face- and which they may well be purveying (p. 305). These leaders must be committed and actively seeking and retaining Black faculty and administrators to serve as role models of achievement and support for minority students.

In addition, a commitment to issues directly related to these students must be placed on the college agenda. That is, agendas that will support Black culture, revision of courses which exclude or belittle Blacks, and speaking out against intimidation and racial harassment (Taylor, 1986).

CURRICULUM

Curriculum content has been a source of discontentment among minority students at predominantly white campuses. Believing the curriculum to be centered upon issues relevant to their needs, they have been faced with courses having only peripheral relevance to their daily lives (Fleming, 1981). Offerings in African civilizations and languages was scarce, assignments of Black literature rare, and the Black contribution to American culture was totally ignored. Furthermore, the ethnocentric tone of many subjects was apparent, and in the absence of formal knowledge of black issues or authorities to whom to turn, black students often felt unable to challenge obvious racism (Fleming, 1981.) Curriculums relevant to minority concerns can be understood on various levels. Experimental findings on performance in threatening (IQ-type) tasks versus nonthreatening (motor-type) tasks, as content areas removed from or excluding black experience may create psychological blocks in the context of a hostile environment.

The review of the literature focused primarily on adjustment problems of black students (Fleming, 1981; Smith, 1981; King, 1986). Similar concerns could be an issue with Native Americans or Spanish Americans.

Any minority group with enough visibility to be a target for prejudice and discrimination may encounter similar or greater series of social and intellectual experiences. Multicultural education can benefit all students, but it must not be made tame and bland by glossing over conflicts of values and beliefs (Gaines, 1980, p. 188).

Teacher education curriculums must acknowledge ethnic diversity. Gaines (1980) stated, "If we accept cultural pluralism as our goal, with its recognition that cultures can be different without being better or worse, we should be prepared to expect diverse communication styles and cultural values and to accept a multiplicity of languages and life-styles" (p. 188).

The literature suggests that alienation and attrition rates of minority students on predominantly white campuses are at an all-time high (Sedlacek and Webster, 1978; Maynard, 1980; Fleming, 1981; Suen, 1983; Bender, 1987). Academic and non-academic concerns play an equal role in determining the success of minorities at these institutions. King (1986) listed the following factors as the most critical in predicting the success of minority populations:

1. positive self-image
2. understands and deals with racism
3. realistic self-appraisal
4. prefers long-range goals to short-term or immediate needs
5. availability of a strong support person
6. successful leadership experience
7. demonstrated community service (p. 4)

King (1986) indicated that these factors were more important as predictors of success than high school grade point average or SAT scores.

Student development professionals who may assist with student involvement that will build upon the critical issues that King (1986) discussed include: disabled students and student life counselors, minority affairs officers, student activities directors, and career planning professionals. Student Personnel Services Programs that may assist in student development are: The Campus Orientation Program, Volunteer Service Programs, Mentoring Programs, involvement in social, service and professional organizations, Health Services, Special Services, Financial Aid Office, Residential Living, International Student Services, and the Student Activities Office. In addition, programs that include developmental courses, study skills, and tutorial services may be offered in the department when needed.

RETENTION STRATEGIES

Strategies that address retention of minority students and enhance the university environment for all students include:

1. Emphasis should be placed on creating a climate that is conducive to mutual student and faculty respect, openness, trust, and motivation for learning.
2. Procedures should involve the student, faculty, and student development professionals working together in diagnosing students' academic problems, formulating specific objectives for problem solution, planning and

activating sequential learning activities, and evaluating the success of the learning experiences.

3. Emphasis should be placed on competencies needed to succeed in life and in one's chosen career by assessing students' levels of development of competencies in areas of knowledge, understanding, skill, attitudes, values, interests, and work.

4. "The learning experience should be structured to focus on students' weakest competencies by providing (a) continuity of experiences that reinforce the development of competencies, (b) sequence of experience by moving from basic to increased complexity of competencies, and (c) integration of experiences (academic, communicative, socioeconomic, and cultural) that use the total capacities of the students in their career development" (Maynard, 1980, p. 401).

5. Establishing a monitoring system that includes minority students within departments.

RECOMMENDATIONS

Colleges and universities must demonstrate their clear and unequivocal support of efforts to recruit, hire, promote, and tenure more minority faculty members. Although administrators and faculties have publicly committed themselves to equal opportunity, the data on compliance issues conducted by the faculty indicate a decline among faculties where employment, promotion, and retention of minorities are concerned (Smith, 1981).

In many cases, the administrator establishes the campus atmosphere or "tone". Thus, a visible personal commitment to change on the part of one or two senior officials can be critical in effecting increased minority representation on the campus. Minority faculty and administrators must evaluate the scope of their responsibilities as positive, visible role models for minority students (Taylor, 1986). While the presence of minority faculty is important,... "they must not be stereotyped and exploited as "minority experts" in ways that limit opportunities for professional advancement" (Astin, 1982, p. 184).

Gaines (1980) suggested that changes in curriculum and teaching methods reflect the interests of minority students. He further advocated that libraries and bookstores subscribe to publications by minority authors. In addition, study and analysis of work by minority authors focusing on minority concerns should be introduced into the curriculum. Finally, the implementation of a faculty mentoring program would be beneficial in providing support to both faculty and students.

SUMMARY

Studies in education, like other major program areas in colleges and universities will be challenged in significant ways by the growing numbers of black students expected to enroll in the years ahead. While the literature focused primarily on Black students, the needs and desires of other ethnic groups will demand faculty and administrators to organize, program, and teach in different ways. Change may be needed in teaching methodologies, scheduling, and systems of delivery. "Most of the changes expected to take place will be toward flexibility, openness, and instructional systems that recognize students' individuality and uniqueness, in contrast to the emphasis on standardization and group-centered activities that have predominated in most colleges and universities" (Saunders & Saunders, 1981, p. 510). Top priority should be given to programs of professional development that will aid personnel in mastering the competencies necessary to address the demands presented by the changing needs of future students.

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CHAPTER TWELVE

THE NCA SELF-STUDY REPORT: THE COORDINATOR'S VISIT

by

Vertie L. Carter, Ed.D.

The North Central Association Self-Study Report is a vital component of the evaluation/accreditation process. It is a critical appraisal of the institution's effectiveness and provides the institution with an opportunity to assess and re-evaluate their strength and weaknesses in an effort to improve education and offer quality programs. Institutions conducting a self-study should resist the urge to make the study a descriptive process.

The team's visit is also a vital component of the process. The purpose of this paper is to highlight important aspects of the self-study process and the on-site visit

STEERING COMMITTEE

Persons serving on the steering committee should be knowledgeable and full of enthusiasm. The primary function of the committee is to develop a self-study plan and to coordinate its implementation. Members of the committee should be carefully selected by the administration and may receive invaluable help from the following publications:

1. Commission's Evaluative Criteria
2. A Handbook of Accreditation
3. A Manual for the Evaluation Visit
4. A Guide to Self-Study for Commission Evaluation
5. Accreditation of Postsecondary Institutions: An Overview

These publications may be obtained by writing:

North Central Association of Colleges and Schools
Commission on Institutions of Higher Education
159 North Dearborn Street
Chicago, Illinois 60601

The steering committee is also responsible for preparation of a prospectus. The duties associated with this responsibility are:

1. Identify the purpose of the self-study.
2. Prepare a tentative outline of the Self-Study Report.
3. Examine present evaluation measures and identify ways to incorporate them into the self-study.
4. Suggest methods to use in gathering and analyzing data.
5. Assign sub-committees for specific reports and writing responsibilities.
6. Specify timetables and deadlines.

Another responsibility of the steering committee is to inform the entire constituency of the institution of the preliminary findings and developments throughout the self-study process. This should help build morale and engender favorable responses from the faculty.

The first step in preparation for the NCA Self-Study Report is to review the mission and purposes of the institution to determine whether all facets of the programs are geared toward accomplishing the goals. The purposes should be clear, publicly stated, and consistent with the mission of the institution. The study should provide evidence that the institution is accomplishing its purposes and can continue to accomplish these purposes.

Academic and support programs are critical to fulfilling the mission and purposes of the institution. Assessment of department and degree programs, their appropriateness, and the scope of supporting academic programs, such as core curriculum and general education are all germane to the study.

Documents which delineate the educational programs should be evaluated to assure that they are accurate, up-to-date, and useful. Programs such as adult education and other special programs have an impact upon the institution and should not be passes over lightly. Developmental and alumni programs might fall into this category.

Institutions are improved by the study of their educational problems and in-service growth of faculty members. The institution should be continuously engaged in planning and in the evaluative process, and all areas and departments should be involved. The focus should be upon the institution as a whole. The self-study is interrelated and must be treated as a single unit if it is to be effective. It is a total process and many members of the academic community should be involved in the planning process.

ADVANCED PREPARATION FOR THE TEAM'S VISIT

1. The president, dean, person in charge of teacher education, or anyone delegated by one of the former, should make contact with the North Central Association staff requesting the visit. Arrangements will be made with the person assigned to the institution and a mutual date will be agreed upon for the visit. The date selected should be one when faculty are available, when it does not conflict with the president's schedule, and when students are in classes. The staff person will review the draft and final Self-Study Report.

2. The Self-Study Report should be sent to the team well in advance of the visit. Copies of published materials descriptive of the purpose, structure and program of each area or department will prove beneficial. These materials may include brochures, student handbook, faculty handbook, and any other recent reports of special services or research projects. Receiving the materials in advance will provide ample time for the coordinator to study the institution.

    a. Exhibits
    b. Supportive documents
    c. Template

Preparing the Faculty for the Visit

The person designated to head or chair the NCA visit should see that all faculty and support staff understand and are familiar with the team's visit. The institution can expect the greatest benefits if a detailed program is planned, prepared and publicized in advance. A meeting should be held detailing the function of the team and to answer any questions which faculty may have.

Faculty should be told that the team will look at student files, admissions, course syllabi, curriculum, and how well teachers have prepared for the program of study. Individual teachers will be scrutinized to see what they are doing, and how students react to them.

One focus will be toward the institution's commitment to teacher education. Indicators are:

1. Finances
2. Courses
3. Credit hours
7. Conferences
8. Supervision
9. Skills
    a. What can teachers offer students?
    b. What research have the teachers done?
    c. How are faculty members perceived by other faculty members?

Planning the Team's Visit

The following areas should be addressed in preparing for the Team's visit:

1. Local Planning. To receive maximum benefits of the team visit, careful planning is essential. Plans should include expectations of compliance with the standards, as well as expectations of the team's role.

2. Length of the Visit. Most visits last three full days. Teachers and administrators should be ready and able to answer any published or unpublished questions about their areas or departments. Arrival and departure times of the team should be announced in advance to school personnel, and the institution should plan to utilize the time effectively and to the greatest advantage.

3. The Team's Relationship to the Faculty, the Student Body, and the Staff Committees. The central purposes for the team during the visit are (a) to confirm that the institution meets the commission's General Institutional Requirements and Evaluative Criteria so that a recommendation to continue accreditation can be made; and (b) to assist the institution in improving by helping faculty and

administrative committees in their institutional studies and program development. Students and all personnel should be apprised of the purposes and values of the cooperative project.

Preparing for Committee Meetings with Team

Planning for this purpose is very essential. One of the duties of the team is meeting with committees which are studying the institution's problems. Areas where problems are of general concern should be clarified, and problems in general and in teacher education should be addressed. Copies of the Self-Study Report should be made available to each committee member prior to the coordinator's visit. Included in the self-Study Report are statements of the mission of the institution, other basic data regarding problems and issues, strengths, weaknesses and concerns. Other arrangements should include planning for the following meeting:

1. Team members will meet with student groups. Students should be informed of the visit and advised to answer questions honestly.

2. Team members will meet with personnel in administrative offices and with other key persons on campus. Only the persons directly involved in a particular area or committee should attend these meetings.

3. Team members will meet with individual faculty. Faculty members should read the report they helped to prepare, as well as the entire Self-Study Report.

Logistics

Other logistic arrangements for the visit include arrangements in the following areas:

1. Lodging. The institution should make reservations for the team in a local motel or hotel. Team members prefer staying in a motel or hotel because it gives them time to relax comfortably after a busy schedule on campus all day. A meeting room for the team could also be reserved at the hotel if the team chair request it. The room should contain all the institutional materials necessary for the visit.

2. A work room should be provided on campus for the coordinator. It could also have a typewriter and a computer. Secretarial help should also be available.

3. Lunch and Dinner. No elaborate arrangements should be made. The team is on the campus for the purpose of business rather than entertainment. Thus, the time should be utilized with groups or committees during this time to obtain the maximum benefits from the visit.

Conclusion

The team's visit is important to the review process and should be planned carefully. All faculty should be involved and informed of the purpose and importance of the self-study and of the team's visit.

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CHAPTER THIRTEEN

A COMPREHENSIVE MODEL FOR EFFECTIVE SCHOOL/ UNIVERSITY COLLABORATION

by

Valerie L. Colyard
University of Arkansas at Pine Bluff

Teacher education is being scrutinized by every area of society and recommendations regarding reform are being voiced by several agencies outside of education. This close scrutiny has forced departments, colleges, schools or divisions of education to look critically at their current role in society and reflect on the extent to which they are meeting these roles. One critical area of concern as prompted by various educational reports is that of collaboration between public schools and universities.

Prior to the 1930's there was little collaboration between public schools and colleges. The practical aspects of educating teachers were provided for in laboratory schools controlled by normal schools or colleges. However, several concurrent happenings in the fifties alerted public schools to their stake in teacher education and collaborative efforts began, Smith (1964). These efforts have taken various forms but none has effected adequate collaboration.

The purpose of this paper is to propose a comprehensive model for effective school/university collaboration. Will focus attention on existing models of collaborative teacher education that were found in the literature, by Clift and Say (1988) and then a comprehensive model that incorporates elements of previous models and other aspects which speak to the total improvement of any education system will be proposed.

Existing Collaborative Models

For the purpose of this paper the author defines collaboration as the joint efforts of university faculty members and public school personnel to design and provide opportunities to improve not only teaching and teacher education but other areas, e.g. dropout prevention and preparatory experiences for college. Say and Clift (1986) reviewed the teacher education literature from 1979 through the Spring of 1986 and identified four collaborative models available for initial and continuing education, education for teachers and one school-based model that may or may not utilize university expertise.

Traditional Preservice Model

In the traditional preservice model, school districts provide field sites for university-based teacher education students. Universities and school districts have working agreements that permit the universities to place student observers, and student teachers in field setups. The placements are usually controlled by the school districts and individual schools, however, faculty may request certain schools or specify teachers. This does not guarantee that these requests will be granted. University faculty and staff rarely confer to construct the nature and extent of the field experience. But universities may communicate their expectations for students to the school, and schools may communicate specific problems to the university.

In traditional collaborations administrators make the decisions which are handed down to faculty members. This creates hostility and skepticism among faculty, thus causing a strain in collegian relationships which is reflected in reluctance of faculty members, administrators or teachers to create coordinated and effective learning experiences for prospective teachers.

Inservice Model

In the inservice model, universities provide knowledge resources for district based administrators and teachers. Here university faculty members are requested to provide short-term workshops or credit-bearing courses for experienced teachers. The university's faculty member consults with the person requesting the course in order to decide the content of the course. Frequently the content is determined by school-based concerns, district curricula or state requirements for recertification. In some cases it may be the result of society pressure or university persuasion based on research data gathered. This model provides immediate response to specific needs.

Research Model

In the research model, researchers at the university collaborate with school level personnel to design and implement evaluation systems, curricular changes, and school improvement programs. Here the researchers and teachers together develop a research study, execute the process and evaluate the results of their own teaching. The results from this process are used to modify instruction and provide the research community with additional information about teaching and learning. Usually experienced teachers are involved with this model, however, Shulman (1986) suggests that involvement of preservice teachers provides them with an opportunity to reflect on their own teaching and to modify their instruction.

Such research is beneficial to teachers, faculty members and research assistants who publish the results of their efforts. This model provides direct interaction between teachers and researcher throughout the whole process. This model could be expanded to include many other aspects of teaching in a broader sense.

Exchange Model

In the exchange model, school district personnel are granted clinical faculty status and work within the preservice teacher education program. This takes two forms. In the first form public school personnel are temporarily assigned to a university to assist in the teacher education program. University faculty members also spend much time in the school, provide guidance for preservice field experiences, and may actually teach one or more public school classes. The Holmes group (1986) describes this concept as a professional development school in which teachers are both teachers of students and teachers of teachers.

The second form is one in which experienced teachers work with a team of methods instructors during campus-based blocks of instruction and then follow the preservice teachers into selected classrooms where they can apply course concepts in classroom settings. With this form of the exchange model all parties involved feel ownership and the program is mutually beneficial for both the school district and the university (Smith & Auger, 1986).

Alternative Model

In the alternative model, the university's role is severely restricted or eliminated, thus, it may not be considered as a collaborative model, but it is worth mentioning. In this model, individuals with a baccalaureate degree are trained through district sponsored programs and may be required to take selected university courses. The curriculum typically focuses on technical skill training and is established by the school district. This model exhibits many differences from the other four models. Here the universities disseminate convenient knowledge to large school districts, provide the university faculty with little or no role in planning a comprehensive

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teacher education program, place the responsibility of teacher education on the school and designate classroom teachers and school administrators as the primary teacher educators.

The findings of Clift and Say (1988) revealed five separate facets of collaboration for learning to teach. However, they felt the need to provide a sixth model, a Reciprocal Model, which incorporates all five facets in a complex structure that is mutually beneficial for these institutions and the individuals involved in teaching and in teacher education.

Reciprocal Model

The proposers believe that since universities are most often the initiators of collaborative arrangements for preservice teachers, institutional arrangements for collaboration in teacher education should begin with university-based teacher education programs. A reciprocal collaboration includes shared decision makeup for curriculum and resource allocation, shared recognition for project success and shared responsibility for funding.

The second facet of reciprocal collaboration concerns the incorporation of curriculum development sessions in which faculty members and administrators discuss the cognitive and emotional needs of novice teachers and develop learning experiences that would promote the transition from novice to expert. Many of these learning experiences can take place in field settings to provide prospective teachers with an experiential knowledge base.

The reciprocal model would also use school-based and university-based faculty to develop a curriculum for teacher education practitioners. The curriculum would include a review of what we already know about learning to teach and provide further investigations of what education professionals do not know.

The fourth facet of the reciprocal model would include at least four categories of research questions . The first category would contain questions related to the process of learning to teach including the development of pedagogical thinking, the transformation of subject matter knowledge and the transition from novice to expert. The second category would include the study of questions identified by the school as important to improving the teaching and learning conditions in that school. The third category would address research on the collaborative process itself.

In the final facet of the reciprocal model the knowledge gained from collaborative inquiry would cycle back and further inform the institutional arrangements, the curriculum, and knowledge dissemination and the knowledge production efforts of the faculty and administrators involved in the education of teachers.

The reciprocal model of collaboration has offered an interesting integration of the previous models. Several researchers (De Bevoise, 1986; Lieberman, 1986; and Byrd, 1985) have alluded to the fact that schools cannot improve without people working together for the common good of society. The more people work together, the more possibility there is for better understanding of complex problems and for acting on them in an atmosphere of trust and mutual respect. This model presents a broader perspective of collaborating. However, all the models have focused heavily on benefits to teachers, schools and universities.

Educators and school administrators need to be reminded that our major responsibility is to educate students, thus emphasis needs to be placed on the benefits of collaboration to students. Research (Clift & Say, 1988) reveals a strong collaborative commitment to teacher education among administrators and teachers. Recent educational reports (Carnegie, 1986; Holmes, 1986) focus on collaboration with a broader scope. That is, they focus on joint efforts of university faculty members and public school personnel to design and provide opportunities not only to improve teaching and teacher education but the total development of students. In light of the review of the previous six models the author proposes a new model of collaboration that draws on the strengths of the reciprocal mode.

A Proposed Comprehensive Model for Collaboration

In the comprehensive model, collaboration with the public schools would be initiated by the university through a needs assessment to determine ways in which the schools and university could collaborate. Trubowitz (1986) indicates that the initial period in school-college collaboration is almost always characterized by hostility and/or skepticism. This first facet in the comprehensive collaboration model is designed to promote contact between the university and the school and both entities realize that they complement each other. Once the data is analyzed and disseminated to participating schools, they and the university would decide where the greatest needs exist and who ise willing to become a part of the collaboration.

The collaboration needs to have stability for at least five years, therefore, formation of an advisory board is a necessity. This would provide input from the representative groups and ensure joint decision making. The board should consist of university faculty and administrators, school district administrators, school faculty and administrators, affluent community representatives and students. The board would then meet to prioritize the needs of the school and students and identify at least five benefits of the model. Decisions would be made on institutional responsibilities for curriculum and resource allocation, funding, shared recognition for successes and established time lines.

In a comprehensive model, the advisory board would select the most immediate need and the faculty members in the school and the university who have expertise in working to alleviate the need. These people would develop a proposal to alleviate the need and present it to the board. It must be pointed out that the need may relate to students (e.g. dropout prevention, basic skills, preparation for college, etc.), preservice teachers, public school teachers or administrators. Many funding agencies are advocates of school college collaboration, therefore, funds would be sought to carry out the proposed research or project.

The reciprocal model includes three categories of questions related to research: process of learning to teach, study of questions identified by the school as important to improving the teaching-learning conditions in that school, and research on the collaborative process. The comprehensive model would be expanded to address questions related to decrease in high school drop-out rate, increasing multicultural participation in the school and college, increasing college enrollment and preparing students for college. These concerns may be addressed through empirical research or through projects. Several successful projects have provided answers to students' needs, for example, Project ENRICH (Byrd, 1984) and High School Liaison Project (Bordner, 1985).

This leads to the next facet of the comprehensive model. Continuous evaluation and feedback are important for sound collaboration, therefore, periodic reports must be made to the advisory board for their reactions and suggestions. Sometimes changes would need to be made but the consensus of the group would allows for reciprocal respect among members of the group. Changes may be made as the need arises.

Once changes are made with group consensus the project or research would continue to its completion. Reports would be compiled and final evaluation of the process and the product made. The results would then be presented to the advisory board who would make a judgement on the extent to which the schools and university benefitted. The university faculty and school representative involved in the research/project jointly would write a paper for publication and present the results of their efforts to selected professional organizations or groups.

In the next facet the advisory board would reconvene to decide if there needs to be a change in priority. That decision would then lead into the next research/project. In some cases more than one activity may be conducted at the same time as long as there are committed individuals both at the school and university to undertake such responsibilities and financial resources are available. The cycle would begin again.

There are several strengths to be derived from the implementation of the comprehensive model. First, it will provide a continuous collaboration between the public school and the universities as is called for by many of the recent education reports. Second, both the university and school will benefit from the endeavors as information may be provided for program improvement, curriculum development, inservice training, students' academic improvement, better understanding of teaching and learning, programs for at risk youth, drop out prevention and increased college enrollment. Acquisition of additional buildings and additional or up-dated equipment may be other benefits. Also, the comprehensive model encourages school and university personnel to think of inventive ways of solving problems and to find funding sources that they did not even know existed. Finally, there are great pressures on university faculty, even those in small undergraduate universities, to produce articles for publication. This model provides continuous opportunities for faculty to make presentations and publish in refereed journals.

The author believes that this model also provides college students and public school teachers with the opportunity to be involved in research, thus, decreasing their fear of pursuing graduate work because of fear of conducting research. The process, products and by-products of this model will ultimately alleviate many of the concerns cited by recent educational reports and solve many societal problems.

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CHAPTER FOURTEEN

FIELD BASED EXPERIENCES:
FROM SPECTATOR TO TEACHER

by

Barbara Jones

INTRODUCTION

The pressures and criticisms of the past two decades have placed the teaching profession in a reactive mode of operation. Educators have responded to the call for change with a variety of innovative strategies and methods for improving the process of becoming a teacher. Activities such as simulation experiences, microteaching, competency-based teacher education and interaction analysis have become integral components of professional education courses. One of the most visible changes that has occurred in response to the challenge for improvement has been the increase in the amount and focus of direct classroom experiences in teaching. Earlier and varied field experiences have been added to supplement the tradition senior-level student teaching activity. "Practice, practice, practice... frequent, varied, and criticized practice. Observation, immediate feedback and practice again to perfect the original performance. Practice in a variety of situations." (Bush, 1977, p. 6). With great zeal, curriculum planners inserted September field experiences, freshman visitations, practice activities and participation courses throughout the teacher education program. Authorities writing in the field of education are now scrutinizing the proliferation of field experiences to clarify the values received from the extensive commitment of student time spent in public school situations.

The purpose of this paper will be to present a brief review of the research relating to field experiences, to explore supporting activities, to develop the skills of teaching, and to give attention to the important components required to provide meaningful experiences in the practice area of teacher education. A model for course-specific, hierarchical field experiences will be presented based on the preservice teacher's level of involvement in the professional education component.

REVIEW OF RESEARCH

A long-standing basic assumption has been that student teaching is the most worthwhile and meaningful activity designed to cement the connection between theory and practice. Therefore, it would appear that more and earlier practical experiences in the "real world" would aid the preservice teacher in conceptualizing and applying teaching skills. The evidence to support this belief is not as positive concerning early field experiences as would be expected. According to Waxman and Walberg (1986) there appears to be an ambiguity of research focusing on the effects of early field experiences. The confusion and contradiction found in the research paired with the shortage of experiential and longitudinal studies are worrisome especially in this area of increased early field experiences. Zeichner (1980), in a recent review of research on preservice field experiences stated:

> Although it is difficult to draw any clear implications from the research on field-based experiences, two conclusions emerge from the existing data. First, from a review of the literature it can be concluded that field based experiences are neither all beneficial in their effects as the abundant testimonials and increased emphasis on these experiences would have us to believe nor are they merely vehicles for adapting new personnel into existing patterns as many critics would have us believe. Instead, field-based experiences seem to entail a complicated set of both positive and negative consequences that are often subtle in nature. (p.46)

The early field experience student is often so overwhelmed with the act of surviving in this strange atmosphere of the public classroom with all its immediate problems that he/she gives little or no thought to the connection of classroom experience with formal knowledge acquired in the professional education classes. "Immersion in the classroom is so complete that inquiry and the relationship of theory to practice becomes submerges" (Feiman-Nemser & Buchmann, 1986, p. 64). The goals become the need to keep the schedule flowing, to be in the lunch room on time, and to provided more than ample amounts of seat work to keep students busy. Zeickner (1980) suggested that what works for the moment becomes the guiding force in determining the behavior of the field experience student. The technique of teaching becomes an end in itself rather than a means toward educational purpose. Field experiences can be miseducative rather than helpful to the novice.

It is interesting to note other impacts that field experiences may have on college students. For examples; the relatively liberal students tends to become more conservative during the student teaching period (Zeickner, 1980). This author also suggest that student teachers become more conforming, more bureaucratic and impersonal during this stage in the classroom. Elliot (cited in Gliesmen, 1984) noted that field experience may be a matter of faith rather than being founded on conclusive evidence. Laboratory experiences provide the atmosphere for practice but do not provide the understanding for influencing or changing behavior.

From the previous discussion it would appear that there are no valued dimensions to early and continued field experiences and that the profession, based on the review of the literature, should eliminate classroom practice activities from the teacher education curriculum. However, opposite research does exist to support field experiences are valuable to the preservice students.

The relationship between student self confidence and early field experiences was studies by Scherer, Hardy, and Meishom (cited in Applegate, 1987). It was noted in these studies that students who participated in early field experiences had significantly more self-esteem at the completion of student teaching than did those students who did not participate in early field experiences. Students working in classrooms were found to be more confident in their learning abilities, more cooperative, and more interested in working with people. Sandefur (1970) found that areas in the effective domain were positively influenced by classroom involvement with students being more democratic, understanding and stimulating as well as confident, alert, creative and systematic. A list of the successful effects of field experiences was summarized from a review of a variety of studies by Beches and Ade (1982).

1. Improving general teaching behavior and performance
2. Increasing professional orientations, attitudes, and commitments
3. Increasing the preservice teacher's ability to determine readiness levels, clarify objectives, and motivate and evaluate students
4. Reducing racial prejudice
5. Facilitating understanding and acceptance of disadvantaged children
6. Increasing personal orientations
7. Increasing the use of indirect methods of teaching
8. Developing a preference for a democratic teaching style. (p.24)

It is difficult to implement change in the field experience component of teacher education based on the limited research presented in the literature. Longitudinal studies focusing on what happens in the classroom plus the study of educational factors as they interact with field experiences would provide a more accurate foundation for the implementation of broader field experiences or the elimination of such programs.

RATIONALE FOR FIELD EXPERIENCES

The National Council for the Accreditation of Teacher Education (NCATE, 1987) has emphasized the importance of carefully designed clinical and field based experiences to prepare the preservice teacher for specific educational roles. The criteria for compliance listed under standard II. #A: Clinical and Field Based Experiences include such words as ... systematically selected ... variety of settings ... professional supervision and feedback ... sequence to enable education students to develop skills." (NCATE, 1987, p. 41). "Many states continue to recognize the importance of these experiences either by statute or through program approval standards as prerequisites for initial certification" (Morris and Curtis, 1983, p. 167). State legislatures in Illinois and Ohio have mandated additional field-based experiences; other states (New York, Oklahoma) have emphasized the importance of practical experience through the initiation of internship programs for prospective teacher (Waxman & Walberg, 1986).

In the Indiana Certification Handbook, (Commission on Teacher Training and Licensing of the Indiana State Board of Education, 1976) the following statement concerning field experiences is presented:

> Professional Education also includes activities which develop skill in applying basic understanding and teaching methodology in supervised laboratory experiences. Such experiences should begin as soon as possible with the students' program of preparation and should culminate in full-time student teaching (p. 7).

A PLAN OF ACTION

Field experiences in teacher education are characterized by a complicated set of interactions which include placement of students, role of the cooperating teacher, sequencing of activities, conceptualization of the teaching role, supportive strategies, and cooperative assessment.

Placement of Students

Cooperative coordination to insure satisfactory placement of students is of upmost importance to the success of the experience in field activities. The mechanics of placement must be structured and should flow from the Coordinator of Field Experiences to a designated office in the public school system being used for field experiences. Simple and specific forms for placement, designating grade level, location, time, and dates should serve as documentation for the student, the cooperating teacher, and the college supervisor. Each member of the triad should receive copies of the placement form.

The Cooperating Teacher

Adequate training must be provided for cooperating teachers who will be supervising field experience students in the schools. It is the obligation of the sponsoring college to provide planned, systematic opportunities for the public school personnel to develop the necessary skills of supervision. The University of Illinois required its cooperating teachers to take a course to develop supervisory skills. The state of Texas has mandated that all teachers who work with student teachers will participate in an inservice education program. In order to facilitate the mandate, a wide range of workshops are provided by the Austin Cooperative Teacher Education Center. Understanding of the knowledge base from which the application skills stem must be a part of the training for the co-operating teacher. (Garland, 1982). In order to understand the practice of skills, theory must be conceptualized.

Sequence of Experiences

In assessing the emerging priorities of field experiences, Garland (1982) expressed the need to design a program that includes a variety of experiences based on a gradual orientation to the teaching role. Competencies need to be identified at each level of involvement in order to insure that field experiences will be developmental in nature beginning with the student as a spectator, followed by roles as a visitor, observer, demonstrator, tutor, director of small group activities, and finally a student teacher. The student should move from survival of self to concern for the development of meaningful activities designed to enhance the learning atmosphere for the classroom population. As a culmination of field experiences, the preservice teacher should be prepared and ready to accept complete responsibility for the direction of the educational process in a public or private school classroom.

Additional Instructional Techniques

Concept acquisition of teaching skills cannot be left to chance. Changes in performance must occur if field experiences are to be considered successful. Gliesman (1984) suggested that practice in the schools provides the setting and the context for performance but may not be effective in changing the performance of the student. Therefore, it is important that other methods designed to provide the acquisition of skills be used as an accompaniment to the field experiences. Protocol materials such as films and video tapes designed for analysis of student and teacher behaviors can serve as additional aides for the conceptualization of the teaching role. Microteaching based on the technical skills of teaching isolated specific behaviors can help the student become aware of the importance of the use of these skills in the classroom. Videotaping of the field experience student's teaching behavior followed by the cooperating analysis and feedback by the student, the cooperating teacher, and the college supervisor help relate the world of practice to educational theory. This component of the course specific approach to field experiences could be termed campus-based laboratory experience.

Assessment of Field Experiences

The first step in analyzing the effectiveness of field experiences is to ascertain if the field placement provides the setting and the opportunities needed for meeting the objectives of the experience. The second step is to insure that the student is directly involved in the education process. Thirdly, assessment is carried out "with" the student not just "on" the student (Friedman, Brinlee & Hays, 1980). The typical method for assessing the field experience is the observational record maintained by the student. It must be stressed that the college student record not only actions taken but also the reasoning, thought, and concept from which the action stemmed. These experiences are analyzed in a cooperative setting involving all members of the field experience team (student, cooperating teacher, and college supervisor). Not to be overlooked in the evaluation process is the value of the students' self evaluation of the experience. Student evaluations provide an important source for the examination of the field experience program as a whole.

Implementation of Field Based Experiences

There are two typical patterns for delivering the opportunity for field based experiences. The first pattern is characterized by a free standing practicum or participation course with a course caption, number, and specific credit hours assigned to the course such as Field Experience I, two hours credit. The content of the course consists of supervised direct experiences in a classroom supplemented by an on-campus weekly seminar or a pre/post workshop designated to emphasize skills of teaching important at that specific level of involvement.

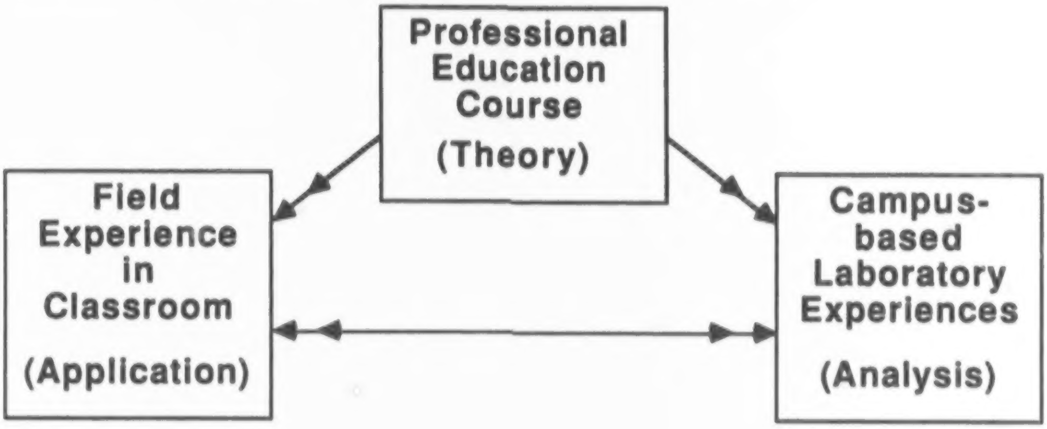
The second pattern of delivery is the integration of field work and campus-based laboratory experiences combined with a specific professional education course. The term often used for the second pattern is course-specific field experiences. The addition of the campus-based laboratory experience is a direct result of research findings of Gliesman (1981) who stressed the importance of analysis of skills. The author has chosen the second pattern for the development of field experiences. Friedman, Brinlee and Hayes (1980) suggested that laboratory experiences should be designed to provide the link between college and public school classrooms. The goal of professional education is action based on understanding. Neither understanding nor action can stand alone. There is need for clarification, help, and instruction in making effective judgements in the classroom.

Field experiences integrated with the professional education courses provide a gradual progression of the understanding and application of knowledge and skills. The combination of course work and field experience can be conceptualized as a heirarchy which moves from student to teacher, from observer to participant and from demonstrator to student teacher (Friedman, Brinlee and Hayes, 1980). Additional advantages of course specific field experiences include the close relationship of theory to practice, the personalized nature of the program, and the opportunity for specificity in applying concepts which are appropriate for the developmental level of the college student.

The program will be composed of three components:

1. The professional education course
2. The field experience in the public/private classroom
3. Campus-based laboratory experience (see figure 1)

Figure 1. Configuration of course specific field experience


Professional Education Course
(Theory)
Field Experience in Classroom
(Application)
Campus-based Laboratory Experiences
(Analysis)

Careful sequencing is the key to the success of course specific field experiences. In the professional education course, careful planning of objectives must incorporate each of the sequential components of the field experiences. The objectives must be compatible with the hierarchical needs of the field experiences. Instructors of the professional education courses will be responsible for the coordination of the courses.

In the field experience component of the program, instructor of the professional courses must work closely with Coordinator of Field Experiences to insure appropriate placements in schools for implementation of competencies which correlate with the objectives of the specific course. Attention must be given to course outlines and guides which provide comprehensive descriptions of the course, sequenced objectives, competencies for the field based experiences and procedures, techniques, and materials required for the campus based laboratory component of the program. Each strand will require specific delineation of evaluation techniques used for each component. The assessment instruments used should be an integral part of the course guide. Careful construction of the comprehensive course guide will increase the level of integration for the three-pronged composition of the course.

The campus based laboratory component can be organized in several ways depending on the level of the course in the professional sequence. Friedman, Brinlee and Hayes (1980) suggested that these experiences can be arranged by area and level of specialization. All students in a class such as Human Growth and Development would attend sessions together, but would be assigned to campus based laboratory experiences that emphasize skills needed for their specific area of specialization. In introductory courses such as Teaching as a Profession, an introductory survey course, grouping by specialization for the controlled laboratory experience, would be inappropriate and counter-productive because many students have not identified a specialization a that point.

A hierarchy of field experiences related to specific courses was presented by Friedman, Brinlee and Hayes (1980). The model presented could serve as a guide for teacher educators interested in developing course specific field experiences. The course titles in the model have been altered to match the professional sequence of the author's institution (see figure 2).

SAUDI CUSTOMS CENTER

Figure 2

Hierarchy of Field Experiences Coordinated with Courses in the Professional Sequence (Elementary Form)

Course	Visitations	Observations	Analysis of Teaching	Demonstration	Simulatio Role Play Micro Teaching	Producing of Materials	Making Tests	Working with Individual Learners/ Tutors	Teaching Small Groups	Teaching Whole Class
Teaching as a Profession	X	X								
Human Development and Learning	X	X	X				X			
Media/ Materials				X		X				
Issues in Teacher Ed	X	X								
American Elem Schls	X	X	X							
Survey of Exceptional Students		X	X							
Developmental Rdg		X	X	X	X	X	X	X	X	
Corrective Reading			X			X	X	X		
Media/ Materials II				X	X	X				
Language Arts Methods				X		X	X			
Social Studies/ Science Methods				X		X	X			
Student Teaching		X	X	X	X	X	X	X	X	X

SUMMARY

The negative research originating from the study of early field experiences appears to stem from a lack of control, a paucity of organizational techniques, and the need for planned integration of the knowledge of teaching and the practice component. An attempt to control the variables of field experiences coupled with a unified effort to make a laboratory experiences meaningful will insure that participation in the classroom will continue to play a meaningful role in the education of preservice teachers.

Neither understanding nor action can stand alone. Teacher education must be responsible for providing the academic program for both theoretical and practical learning. There are many designs that can be implemented to provide the arena for the development of concepts and skills. The organization of course specific field experiences and campus based laboratory activities was presented in this article. It is important to analyze the local situation and provide programs to meet the needs of the students in each institution of higher education. Regardless of the method used, it is imperative to provide professional education courses, field based experiences, and campus based laboratory activities which will enable teacher education students to meet the challenge of the public/private school classrooms.

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CHAPTER FIFTEEN

AN NCATE BASED QUALITY TEACHER PREPARATION PROGRAM

by

Kenneth D. Moore

A primary concern of many institutions in the eighties has been the teacher education reform movement and the National Council for Accreditation of Teacher Education (NCATE) redesign. Obviously these two issues are directly related since they are both concerned with the improvement of teacher education.

As the reform movement reaches its apparent zenith, suggestions for improvement in teacher preparation abound. Thus, the potential for developing a model for excellence in teacher preparation is unlimited. However, it must be kept in mind that such a model must address the past failures in teacher preparation. In short, it must address program admission standards, academic preparation, pedagogy, exit requirements, and graduate follow-up.

TRADITIONAL TEACHER EDUCATION

Many teacher education program designs are not providing the kind of training that is needed to adequately prepare teachers (Moore, 1988). Many of these programs fail in the following ways:

1. The general education components tend to be discipline centered.
2. There is often limited field work until the final student teaching semester.
3. The specialization content course work for elementary and special education teachers is often minimal.
4. The area of specialization for secondary teachers is taught in relative isolation from corresponding pedagogy.

These characteristics do not provide adequate preparation for teachers in that the general education component of these programs is often less than rigorous, some program specialization areas are limited in content, and some program areas only address pedagogy to a limited degree. Clearly, in many cases, a total program redesign is needed with input coming from professionals involved in teacher education at all levels. Too often those associated with teacher education are not consulted in the design of the general education component.

Traditionally, any time quality is under attack accreditation is looked to for assistance in moving the situation toward quality improvement. Given a comprehensive model for teacher preparation and the NCATE redesign standards, can a quality teacher preparation program be developed based upon the model and the standards?

TEACHER QUALITY AND EFFECTIVENESS

The literature suggests that measurement of teacher quality and effectiveness has been almost totally concerned with process and product (Hughes, Costner, and Douzenis; 1988). However, Thrash (1988) and Hughes, et al. (1988) suggest that the development of teacher quality and effectiveness must also be concerned with the social and personal growth of the individual as well as with personality factors.

Many suggestions and state mandates have been made for the improvement of teacher preparation by national organizations and state legislatures. For example, the Carnegie and Holmes groups have suggested the notion that teacher education programs should be extended to a fifth year, whereas the Texas Legislature has suggested that more content is the answer to teacher preparation improvement and have mandated that teacher education programs consist of no more than 18 semester hours of education course work. These suggestions and mandates appear to be based on the assumption that "more is better" - more content versus more pedagogy.

A MODEL FOR TEACHER PREPARATION

The search for an effective model for the preparation of teachers has been a serious question for 40 years. Criteria of compliance for certain identified standards play an essential role in the development of a model for teacher preparation. Therefore, suggestions made by state, regional, and national accrediting agencies as well as other relevant groups must be considered in the development of an effective model for teacher preparation. However, given 50 states, anywhere from 50 to 80 recognized accrediting bodies, it would be next to impossible to develop a teacher preparation model based upon the standards of all of these bodies. Accordingly, this paper will attempt to outline a model for excellence in teacher preparation based on the NCATE redesign standards and a comprehensive model for teacher preparation developed by Moore (1988). The proposed model will also address the failure noted earlier in this paper.

Program Knowledge Bases

The knowledge bases for the proposed model teacher preparation program are composed of three components: (1) a general education component, (2) a professional education component, and (3) a content teaching specialization component.

General Education

The model general education course work should be interdisciplinary in nature and have as its central mission the provision of an adequate base of knowledge and the development of needed general skills to function effectively in the classroom. The curriculum should be designed to develop a "well-educated person." That is, an individual with a liberal education. The following is offered as one possible core of course work in the liberal arts:

1. English and Speech: A minimum of three courses of standard written English, literature, and speech. This sequence of courses should develop facility in English, reading and composition, and public speaking.
2. U.S. History and Government: One course with emphasis on history, past and present, and one course on the American political system.
3. Mathematics and Computer Science: A minimum of two mathematics courses with emphasis on a basic knowledge of mathematics through algebra and geometry and one introduction to computer science course.
4. Science: A minimum of one physical science course, one biological science course, and one earth and space science course.

5. Humanities: A minimum of three courses dealing with major world achievements in religion, philosophy, literature, and the arts against a framework of social and political development from prehistoric times to the present.

6. Contemporary World: A minimum of two courses of interdisciplinary work integrating ideas from psychology, economics, geography, and political science.

7. Fine Arts: A minimum of one course with emphasis on the development of an understanding, familiarity, and appreciation of various art forms.

8. Logic and Reasoning: A course which emphasizes the development of concepts and analytic techniques of modern social science related to social and philosophical analysis.

9. Physical Education: Course work in the basic concepts related to the attainment and maintenance of good health and physical fitness.

This core of general education course work, developed and taught by highly qualified personnel, should provide an adequate base for further development in the professional and specialization components of the program.

Professional Education

It is in the professional education component of the program that generic teaching competencies should be developed and practiced. Thus, it forms the heart of the program's curriculum with field experiences being an essential ingredient. These field experiences should be designed to support the acquisition of the generic teaching competencies.

The professional education sequence should consist of nine courses followed by a full semester of student teaching (a minimum of 10 weeks) and an internship (induction year) upon completion of the program. In addition, highly structured, directed field experiences should be included each year beginning with the initial program entry year.

Students would enter the program as sophomores with initial enrollment in a course in Teaching as a Profession along with experiences as classroom aides in a wide range of school settings. This initial course and the related field experiences should give education students realistic experiences to assist in making a decision as to whether or not to pursue teaching as a career. As second semester sophomore, education students would complete the courses Human Growth and Development and Exceptional Children. These courses should deal with human growth patterns, how development takes place, and identifying and teaching exceptional children. The field experiences should give the education students added responsibilities in the classroom.

During the junior year the courses Generic Teaching Skills, Learning Theory, Instructional Technology, and Fundamentals of Teaching Reading should be completed. These courses should provide information and develop skill in those areas needed by all classroom teachers as well as address various learning theories, utilizing media in teaching, computer assisted instruction, and reading in the content areas. The field experiences should give students the opportunity to work extensively with students in small groups and on an individual basis.

A course on Instructional Planning (general methods) should be completed during the semester prior to student teaching. Ideally, this course would be team taught in a school setting by a university faculty member and a master classroom teacher. Field experiences with extended responsibility for whole class instruction should be an integral component of the course. Plans and activities for effective instruction should be developed and implemented in these field settings.

The last semester of the program should consist of a full semester of student teaching with the experience split between two school settings (primary/intermediate or elementary/secondary or junior high/senior high) depending on the program level of the education student. Students should return to campus one afternoon a week for a seminar session with the university supervisor and to complete a Educational Measurement course. The measurement course should cover techniques for the actual measurement of performance on-going in the student teaching sites.

A distinctive feature of the model professional education sequence is a yearly directed field experience. The experiences should be sequential, highly structured, and designed with specific purposes in mind. Among these purposes should be an evaluation of the education students' effectiveness in terms of social behaviors, personal growth, and program identified personality factors by field personnel.

The application and evaluation of knowledge and skills developed in the general education component course work (liberal arts) and the professional education course work should also be an integral part of the field experiences. That is, education students should be required to apply and practice content, processes, and teaching skills in classroom situations.

Teaching Specialization

The general education component of the teacher education program functions to provide education students with a liberal education and the professional education component of the program functions to develop the generic teaching skills needed to teach the content area specialization. The function of the specialization component is to provide depth in one discipline or breadth across a number of relevant disciplines (as for elementary and special education teachers).

It is often assumed that secondary teachers need preparation in an academic specialty while elementary and special education teachers need only preparation in pedagogy. However, elementary and special education teachers also have a teaching specialty, namely, general education. Therefore, elementary and special education teachers need broader preparation in content from a wide variety of content areas as well as further preparation in methods and materials for teaching these content areas.

It is recommended that secondary education students complete a minimum of 40 semester hours in a major area and, if appropriate, a minimum of 20 semester hours in a related minor area. In highly diverse fields such as science and business, it is recommended that all 60 semester hours be in the single broad field. In addition, a secondary methods course related to the content area should be included in the required 60 semester hours. The methods course should be team taught by an education faculty member and a faculty member from the content discipline (Moore and Scott, 1981).

It is recommended that elementary and special education teachers complete a minimum of three minors of at least 15 semester hours from among those liberal arts areas commonly taught in the elementary schools. In addition, a minimum of 15 semester hours of course work related to methods and materials for teaching the elementary school curriculum should be completed.

Admission Criteria

A review of the teacher education literature indicates that students who enter teacher education programs tend to score lower on college entrance examination than students who enter other areas of study (Krockover, Mortlock, and Blair; 1987) and The

National Commission on Excellence in Education reported in A Nation at Risk that ". . . too many teachers are being drawn from the bottom quarter of graduating high school and college students" (The National Commission on Excellence in Education, 1983, p. 22). The ability level of prospective education students suggests that it is essential that universities establish high standards for admission to their professional teacher education programs.

Determining a potential teacher's eligibility solely on the basis of a test score or grade point average is professionally unsound. Clearly, a process using multiple criteria for admission is needed. Such criteria should include observation and evaluation of prospective teachers in a wide variety of experiences including interactions with children and youth, modeling of effective teaching skills, and of course assessment of academic abilities.

The identification of criteria to select future teachers is an often debatable issue. As noted earlier, more than mindless test scores should be utilized.

Teacher Education Admission Criteria

Quality teacher preparation requires rigorous and rigid criteria for selecting potential teachers. Ideally, this process should be achieved through a formal process which involves professionals at all levels. The following guidelines are offered as minimum requirements for admission to teacher education:

1. Completion of a minimum of 36 semester hours.
2. A minimum grade point average (GPA) of 2.75.
3. Completion of required English courses, a speech course, and an introduction to teaching course with grades of "C" or better.
4. Attainment of satisfactory scores on the NTE-Pre-Professional Skills Test (PPST) or its equivalency.
5. Successful completion of a diagnostic speech and hearing test.
6. Completion of a minimum of 20 clock-hours of field experiences.

7. The recommendation of a classroom field experience supervisor.

8. Appearance before and the recommendation of a teacher education screening committee.

Attention to these criteria should result in the selection of outstanding teacher candidates. However, it is not a guarantee.

Student Teaching Admission

Student teaching is the culminating experience in the preparation of quality teachers. Therefore, it is essential that education students be well-qualified for this final phase of the program. The following guidelines are offered as minimum requirements for admission to student teaching:

1. Formal admittance to teacher education.

2. Have senior standing - 90 semester hours completed.

3. Successful completion of a written English Proficiency Exam.

4. Successful completion of methods course(s).

5. Successful completion of identified professional education course work.

6. Attainment of a minimum overall grade point average (GPA) of 2.75 and a grade point average (GPA) of 3.00 in the specialization area(s).

7. Completion of a minimum of 50 clock-hours of field experiences.

8. The recommendation of a master field experience supervisor.

9. Recommendation of specialization department(s).

The application of these criteria should result in the highest caliber of education students being admitted to the student teaching phase of the program. However, once again there is no guarantee.

Exit Criteria

The reform movement has resulted in a call for evaluation of teacher education program graduates. This call has resulted in the exit testing of teacher education program graduates in 48 states (Imig, 1988). The most common test being used is the National Teacher Exam (NTE). However, some states have developed state curriculum and/or pedagogy examinations. In addition, various states are implementing teacher induction programs to assist beginning teachers in that first year of teaching and to evaluate these first year teachers for further certification. In light of these trends and NCATE redesign standards, it is recommended that program graduates be required to attain passing scores on state determined curriculum and pedagogy examinations before a license to teach is issued. Full certification should come only after successful completion of a one-year paid internship.

An internship committee consisting of public school and university personnel should be formed to supervise the teacher during the initial year of teaching. This committee should assist the teacher in making the transition to full-time teaching and help refine identified teaching skills. In addition, this committee should be charged with making a recommendation for continuation in the profession.

Teacher Education Faculty Qualifications

Teachers must be well-trained if they are to be effective in the classroom. Thus, the training of effective teachers calls for knowledgeable as well as efficient and effective teacher educators. That is, teacher educators are needed who can model effectiveness. Thus, this faculty should be well qualified in terms of academic preparation. In short, if applicable, teacher education faculty should have the terminal degree or exceptional expertise in their fields.

Personnel who serve in supervisory roles should also be well qualified in terms of preparation and experience. Specifically, they should have supervisory training and experience at the level of the intended supervision.

CONCLUSIONS

This model of a teacher education program represents only one possible program that can be developed based upon reform suggestions and the NCATE redesign standards. Certain variations in the program are possible as long as NCATE standards are not compromised.

Excellence in teacher preparation must be keep high on an institution's program agenda. Program review and follow up studies must be conducted periodically to identify and strengthen areas of weakness. And finally, easy certification must be eliminated. It is time to eliminate back door approaches to teacher certification. Standards must be established and followed.

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CHAPTER SIXTEEN

GENERAL EDUCATION: GOOD OR BAD?

(A Teacher Education Perspective)

by

Billie Jo Rieck

"General education is one of several terms used to define the education that is purported to be of value to all students ..." (Cruickshank, 1984, p. 4). Probably no other component of the higher education curriculum has been studied more often, fought over more viciously, or criticized more widely than general education. Curriculum committee members develop heart palpitations and break out in cold sweats when they hear the words, "Your next assignment is to study and then redesign the general education component!" Boyer et al. (1981) stated:

> After looking at hundreds of catalogs and visiting dozens of colleges and universities, we concluded that general education on most campuses is in disarray. On many campuses, in fact, it has become the spare room of academic life, and, like all spare rooms, it is chronically in a state ranging from casual neglect to serious disrepair. In the absence of clearcut goals, a hodge-podge of uses and misuses have been spawned, and a plethora of incoherent programs has emerged. At too many campuses, we found evidence that very few faculty members held any convictions about what all students need to know (p. 12).

Being on a college curriculum committee that will next year enter the arena of studying general education, the writer decided to approach the task armed with some research about general education, a variety of current models being used, and, hopefully, with logic rather than biases or "gut" feelings.

The purposes of this paper are to identify relevant questions about general education that should be asked, discussed, and answered before redesigning begins, to identify if and what changes are taking place in general education, to identify and briefly describe some of the models currently being used, and to provide an annotated list of references for further reading and study.

QUESTIONS TO BE ASKED

Cruickshank (1984) listed the following questions about general education which need to be addressed.

1. Can general education be redefined or reinterpreted in a way that has common acceptance and that will provide direction?
2. How much general education is necessary relative to the total curriculum of a teacher?
3. What should constitute the general education of teachers?
4. How well are current preservice teachers being generally educated?
5. Are generally educated teachers more effective by any standard? (p. 13)

It appears that at least two additional questions should be added to this list: Do institutions need to evaluate the general education component? What methods or instruments can be used to obtain answers for the questions listed above?

CHANGES IN GENERAL EDUCATION

Boyer et al. (1981) said, "There is a growing swell of concern for general education all across the country. Most of the institutions we visited are revising their curricula in one way or another, and the current flurry of activity appears to be nothing less than a revival" (p. 12). They further stated, " The prospects for improving general education today are excellent for three reasons. First, the timing is right; general education is perceived to be a remedy for the crises that currently confront us... Second, there is evidence that students are much more receptive to general education than is generally supposed... Third, faculty members are more supportive of general education than in the recent past" (pp. 140-143).

Adelman (1985) also found. "... our colleges are making a genuine effort to integrate knowledge... In its contemporary interpretation "integration" seems to involve core curricula or " common learning experiences; and if we look at these documents, "core curricula" seems to mean a set of common, required learning experiences for all who choose to participate in a given program" (p. 42).

Moreover, Gaff (cited in Petry, 1987) also stated, "Most colleges and universities today - both large and small, public and private - are making fundamental changes in general programs" (p. 5).

The Southern Educational Regional Board (1988) conducted a study to determine changes in the education of teachers since 1981... They found, "There is a decided trend to increase the number of general education courses required for all types of certification" (p. 3).

Finally, a survey was conducted by the writer to find if the institutions of the participants attending the NCA/AACTE Teacher Education Workshop had recently changed or were planning to change the general education component for teacher education. Participants were asked questions about institution type, number of general education hours required for teacher education, sources used for any redesigns, assessments used for general education, and strength of agreement with the current trend of thinking that the more general education hours required the better prepared the education student will be to perform the tasks of a teacher. Eight participants responded to the survey. The participants were from six states and both public and private, undergraduate and graduate institutions with enrollments ranging from less than 5,000 to 10,000 or more. Five respondents indicated that their general education program had been changed within the last five years, and one indicated that it would be changed in 1989. Seven institutions required the same number of hours or more hours than that required for non-education students; actual number of hours required ranged from 38 - 69. Listed by order of frequent response are the sources used to select the types and numbers of courses included in their revised general education component: State Standards, Campus Politics, NCA Guidelines, NCATE Standards, Graduate Survey Responses, Guidelines from Learned Societies, and Research Studies. One participant said that the general education component was assessed and the method was subjective. Six respondents did not agree, one agreed, and one strongly agreed with the statement that more general hours made a better prepared teacher.

Both the literature and informal survey indicate there is a perceived need for change in general education, that institutions are responding by changing their general education components, and that the changes range from modifications in number of required hours to entire redesign of the component.

The following discussion of models illustrates some of the changes taking place in general education as well as lists some recommendations for the change process.

MODELS FOR GENERAL EDUCATION

General education models appear to fall into two categories: (1) those which decide upon broad themes and principles as the basis for choosing the courses and experiences required and (2) those which list essential skills and understandings or major subject areas. Samples of both types of these models are briefly summarized.

Hansen (1982) listed seven broad principles useful to nearly any college or university when developing or redesigning a general education component.

1. A general education program should be a distinct, recognizable entity.
2. A general education program should equip students with the skills and interests to ensure lifelong learning.
3. A general education program should acquaint students with broad domains of knowledge.
4. A general education program should enable students to understand methods of inquiry.
5. A general education program should encourage students to be competent users of information systems, including libraries and computers.
6. A general education program should be distributed throughout the college years, rather than concentrated at the beginning.
7. A general education program should offer integrated and synthesizing experiences, preferably in the senior year. (p. 261)

Boyer et al. (1981) said, "We have identified six connections, six broad themes, that we believe to be the proper concern of general education" (p. 20).

1. All students should come to understand the shared use of symbols (read with understanding, write with clarity, listen and speak effectively, and use numbers proficiently).
2. All students should understand their shared membership in groups and institutions.

3. Students should understand that everyone produces and consumes and that, through this process, we are dependent on each other.

4. All life forms on the planet earth are inextricably interlocked, and no education is complete without an understanding of the ordered, independent nature of the universe.

5. All students should understand our shared sense of time.

6. All students should explore our shared values and beliefs. (pp. 20-25)

Scully (1986) included the following from the Prologue and Major Recommendation of Carnegie Foundation's Report on Colleges, "We propose an integrated core which introduces the student to essential knowledge, to connection across disciplines, and, in the end, to the application of knowledge to the life beyond the campus. To translate the purpose of integrated core into practice, we suggest seven areas of inquiry that touch the disciplines and relate the knowledge to experiences common to all people. The following academic framework for general education is suggested: Language: the crucial connection; Art:the aesthetic experience; Heritage: the living past; The Social Web; Nature: ecology of plants; Work: value of vocation; and Identity: the search for meaning" (p. 19).

Hansen (1982) explained the model used by Bowling Green, a doctorate-granting, state university in Ohio, which uses an "outcomes approach." This model emphasizes that the task for the curriculum planner is not so much deciding what content to teach, as determining what behaviors they want students to display upon completion of the study. The Bowling Green model includes 11 objectives: five essential skills, five functional understandings, and a capstone experience. "The essential skills are: (1) problem solving and critical thinking, (2) reading and writing, (3) computation and mathematics, (4) listening and speaking, and (5) decision making and values conflict resolution; the five functional understandings are: (6) literature, the fine arts, and the humanities, (7) the natural sciences and technology, (8) the social and behavioral sciences, (9) cultures other than our own, and (10) personal development which includes physical fitness. The capstone (11) is a culminating experience which involves the students in projects whereby their full complement of skills is employed and can be assessed" pp. 255-256).

The Harvard model (Hansen, 1982) is a core curriculum which "...calls for a year's study in at least five major subject areas: arts and literature, history, social analysis and moral reasoning, the natural sciences, and foreign cultures" (p. 254). Also included is a skills requirement for expository writing and language and a requirement for the demonstration of proficiency in mathematics and quantitative reasoning. The intention of the core is to reduce fragmentation inherent in the elective-distribution system by emphasizing methods of thought, instead of specialized subject areas.

SUMMARY

There appears to be a need for institutions to completely change or revise their general education components for teacher education and many are responding to this need.

Before debating about courses and experiences, the writer suggests that institutions approach this task by first studying their mission, goals, and objectives; by deciding when general education should be completed; by choosing a model that best fits their needs; and by deciding if and what kinds of assessment will be used.

Although general education programs have been labeled "bad" by education critics, there is a pervading notion that it is "good" for students to have general education and that "good" programs can be developed. The writer agrees that general education is good and that objective decision making can make it better.

There is no single answer. There are many credible solutions which can be adapted to fit the individual mission, goals, and qualities of the institution.

REFERENCES FOR FURTHER READING AND STUDY

Listed below are some references with brief descriptions for those who may wish to read and study more about general education models and recommended change processes.

Gaff, J. G. (1983). *General education today. A critical analysis of controversies, practices, and reforms*. San Francisco: Jossey-Bass. (ERIC Document Reproduction Service No. ED 236 947)

The range of controversies and changes emerging from the current revival of general education are examined; and many ideas, examples, and recommendations for achieving realistic and successful curricular reform are offered. Survey data from 193 colleges and program descriptions from 200 institutions are included. Project GEM, the 3-year Project on General Education Models directed by the author, is described.

Gaff, J. G. (1981). Student views of general education. Liberal Education, 67 (2), 112-123.

A survey conducted at 10 colleges demonstrates that students do value a broad general education, especially if that goal is seen in relation to other goals of specialized knowledge and preparation for a career.

Hursh, B. and Others. (1983). An interdisciplinary model to implement general education. Journal of Higher Education, 54 (1), 42-59.

The works of Dewey, Piaget, and Perry provide the theoretical framework for an interdisciplinary model that takes cognitive development as the primary goal and disciplinary exposure as a by-product.)

Wick, D. L. (1981). In defense of knowledge: An intellectual framework for general education. Change, 13 (6), 9-10.

This article discusses the task of general education as a broad framework and lists three common qualities: an historical dimension, an intellectual dimension, and an analytical dimension.

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CHAPTER SEVENTEEN

ACCREDITATION OF INSTITUTIONS OF HIGHER EDUCATION AND COLLEGES OF EDUCATION: A LIST AND BRIEF SYNOPSES

by

Janice M. Schnorr

Accreditation of higher education institutions is a focal concern of university administrators. At present, a number of forces have questioned the quality of higher education and have recommended or initiated actions to improve the quality of programs. The forces include special study groups like the Holmes group (Conley & Bacharach, 1987; Murray, 1987), the Carnegie Report (Johnson, 1987; Zakariya, 1986), and the Arkansas study (Carnegie Foundation for the Advancement of Teaching, 1988), as well as legislative actions in Louisiana (Davidson, 1988), Texas (Barnes, 1988), Arizona, and most other states. These forces reflect efforts that are directed at certification of graduates and program approval. A comprehensive analysis of these and other forms of external evaluation is discussed by Imig (1988) and is not included herein. Rather, the focus of this article is on voluntary, external evaluation that is conducted by professional peers.

There are 15 accrediting bodies that impact upon education, i.e., they require participation of the educational unit during the accreditation process (Council on Postsecondary Accreditation [COPA], 1987; Harris, 1987). The accreditation process is time consuming but it should be viewed as a productive activity that enhances program review, evaluation, and improvement. Administrators of education units tend to assume responsibility for accreditation issues and faculty only become cognizant of them during major review cycles. This article is designed to provide an overview of accrediting bodies that might request documentation from the educational unit. This will allow administrators and faculty to become more knowledge about upcoming accrediting visits, which hopefully will improve accreditation attitudes and productivity.

The remaining portion of this paper is divided into two sections. Section one contains a brief description of each accrediting body including the year the association started accrediting institutions or programs, the number of institutions or programs that are accredited by the accrediting body, the states in which the institutions are located, information related to the review cycle, and a brief description of the review process. Following the descriptions is a table containing a master list of accrediting bodies along with the name and address of the contact person.

NATIONAL INSTITUTIONAL ACCREDITING BODIES

Although five national accrediting bodies belong to the Assembly of Institutional Accrediting Bodies of COPA, only one accrediting body, the Association of Independent Colleges and Schools, accredits educationally related programs.

Association of Independent Colleges and Schools

The Association of Independent Colleges and Schools is a national accrediting body for private colleges and schools that began in 1913. It accredits 1200 institutions throughout the United States, Canada, Spain, France, and Great Britain and has a timeline for its review cycle of six years. The review process includes a self-study of the institution after which a site visit is conducted. Usually, two professionals participate in the visit; one member is a professional peer from an Association accredited institution and the other member is a professional peer from outside the Association with the outside member serving as the chair. The site visit report is forwarded to the Commission for accreditation action (C. Moneymaker, personal communication, August 1, 1988; Copa, 1987; & Harris, 1987).

REGIONAL INSTITUTIONAL ACCREDITING BODIES

Six regional accrediting bodies are responsible for reviewing institutions of higher education throughout the United States. Each is briefly described in the following paragraphs.

Middle States Association of Colleges and Schools

The Middle States Association is a regional institutional accrediting body that was founded in 1887. It currently accredits 487 institutions across the states of Delaware, Maryland, New Jersey, New York, and Pennsylvania and across the District of Columbia and Puerto Rico, and the Virgin Islands.

The review process revolves around a 10-year cycle with a review that includes an institutional self-study and a site visit conducted by 5 to 18 professional peers. The written report and recommendation of the team are forwarded to the commission that determines accreditation. A five-year interim review is also required. It consists of a paper report to the commission (R. Kirkwood, personal communication, July 28, 1988; COPA, 1987; & Harris, 1987).

New England Association of Schools and Colleges

The New England Association is a regional institutional accrediting body that was founded in 1885. It currently accredits 200 institutions across six states including Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. The review process revolves around a 10-year cycle with a review that includes an institutional self-study and a site visit conducted by 2 to 10 professional peers. The written report and recommendation of the team are forwarded to the commission that determines accreditation. Annual reports are submitted by institutions and interim reports and visits are scheduled periodically (C. M. Cook, personal communication, July 29, 1988; COPA, 1987; & Harris, 1987).

North Central Association of Colleges and Schools (NCA)

The North Central Association is a regional institutional accrediting body that was founded in 1895. The Commission on Institutions of Higher Education currently accredits 933 institutions across 19 states including Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, MIssouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, and Wyoming. The review process revolves around a comprehensive evaluation cycle that requires an institution at least once every ten years to undertake a self-study demonstrating that it meets the Commission's evaluative criteria and general institutional requirements; that the institution be visited by a team of Consultant-Evaluators (four to eight professional peers from other postsecondary educational institutions in the region) appointed by the Commission to gather information and summarized its findings in a written team report. The written report and recommendation of the team are forwarded through a review Commission meets at least five times a year. In addition to the comprehensive evaluation, evaluations are often focused on specific concerns that the comprehensive evaluation team has cited. The institution must submit a report, and the visit is conducted by two professional peers. The recommendation of the focused evaluation to these reviews, annual reports are often required to document continued compliance with established criteria.

Northwest Association of Schools and Colleges

The Northwest Association is a regional institutional accrediting body that was founded in 1922. It currently accredits 145 institutions across seven states including Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington. The review process revolves around a 10-year cycle for full scale reviews with interim or partial reviews being conducted at five-year intervals. The full-scale review includes a major institutional report and a site visit conducted by 5 to 15 professional peers. The interim review requirements vary. If the institution being reviewed is a mature institution that demonstrated no problems on the previous full-scale review, a report is required and a site visit is conducted by one peer. However, if problems were previously cited, the interim review required an institutional report plus an on-site visit by three to five peers. Upon completion of the visit, an evaluation report on the standards is developed and given to the institution with a copy being forwarded to the review commission along with a confidential recommendation. The commission then takes action regarding accreditation. (J. F. Bemis, personal communication, July 28, 1988; COPA, 1987; & Harris, 1987).

Southern Association of Colleges and Schools

The Southern Association is a regional institutional accrediting body that was founded in 1895. It accredits 768 institutions across 11 southern states including Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia. The review process revolves around a 10-year cycle for reaccreditation with a 5-year cycle being used for first time reaccreditation. The review process is initiated with a self-study that includes a one- to two-day institution workshop designed to train the institution about the accreditation process. A staff member of the Southern Association conducts the workshop. After a review of the self-study, a site visit is scheduled with teams ranging in size from 7 to 30 members (professional peers) depending on the size of the institution. Team reports, including their recommendations, are forwarded to the Standing Committee of the Commission who, after careful study forward their recommendations to the Commission for final approval (J. Walker, personal communication, August 1, 1988; COPA, 1987; & Harris, 1987).

Western Association of Schools and Colleges

The Western Association is a regional institutional accrediting body that was founded in 1962. It currently accredits 141 institutions across California, Hawaii, and Guam. The review process revolves around a 10-year cycle that requires a detailed written report and a site visit. Two to 16 professional peers, including one staff member from the association make-up the team for the site visit. A five-year visitation and report cycle is also used, however, the report and visitation are not as comprehensive as the 10-year cycle. Other progress reports and visits are scheduled as needed. The on-site team recommendation is forwarded to the staff at the Western Association which also develops a recommendation that is sent to the commission where the final accreditation decision is made (Western staff member, personal communication, July 28, 1988; COPA, 1987; & Harris, 1987).

SPECIALIZED ACCREDITING BODIES

Specialized accreditation focuses on educational units or programs within institutions rather than the institutional unit as a whole. Specialized accrediting bodies are maintained by many professional organizations.

National Association of Schools of Art and Design

The National Association of Schools of Art and Design is a specialized accrediting body that was established in 1944. Currently, 151 programs throughout the United States are accredited by the association as associate or full members. The associate membership timeline cycle is a 5-year, 5-year, 10-year cycle while the full membership timeline cycle is a 5-year, 10-year, 10-year cycle. The accreditation process involves a self-study that is followed by an on-site visit that is conducted by two to three professional peers. The visitors' report, which contains recommendations regarding accreditation, is forwarded to the Commission on Accreditation for final action. Interim reports are requested if programs have deficiencies (M. O'Connor, personal communication, August 1, 1988; COPA, 1987; & Harris, 1987).

American Association for Counseling and Development (AACD)

AACD is a specialized professional association that includes divisions, affiliates, and other related organizations. One of its related organizations, the Council for Accreditation of Counseling and Related Programs (CACRP), contains the accrediting body for the professional association. CACRP initiated accrediting activities in 1981 and has now accredited 52 programs across the United States and Canada. The time interval for the review cycle is seven years. The initial review process requires a self-study report that is reviewed by a three-person subcommittee from the council to determine if eligibility requirements are met. A site visit by two to three professionals occurs next and their report and recommendations are forwarded to the institution and board. A subcommittee of two board members reviews all reports and recommendations including the institution's reaction to the reviews, and recommends action by the board regarding accreditation (G. Keesee, personal communications, July 29, 1988; COPA, 1987; & Harris, 1987).

American Home Economics Association

The American Home Economics Association is a specialized program accrediting body that began accrediting home economics programs in 1971. It presently accredits 91 programs throughout the U.S. The timeline for the review cycle is 10 years with a 5-year interim report, and a 2 year provisional review cycle being required of new members. The accreditation process is similar to other associations in that it requires a self-study, a site visit conducted by three professional peers including the Director of Accreditation for the Association, and a report with recommendations regarding accreditation which is forwarded to the Council for Accreditation for final action (L. Wallach, personal communication, August 1, 1988; COPA, 1987; & Harris, 1987).

American Library Association

The American Library Association is a specialized program accrediting body that began accrediting in 1925. It accredits 60 library training programs throughout the United States and Canada. The accreditation process requires a self-study by the institution. The Committee on Accreditation reviews the self-study to determine if a site visit should be scheduled. If scheduled, the site visit team consists of four peers; one peer is from the Committee and three are professional peers. The team submits a report to the Committee which accredits the program (V. Williams, personal communication, August 1, 1988; COPA, 1987; & Harris, 1987).

National Association of Schools of Music

The National Association of Schools of Music has a specialized accrediting body that was established in 1944. Currently, 151 programs throughout the United States are accredited. The associate membership timeline cycle is a 5-year, 5-year, 10-year cycle while the full membership timeline cycle is a 5-year, 10-year, 10-year cycle. The accreditation process involves a self-study that is followed by an on-site visit which is conducted by two to three professional peers. The visitors' report, which contains recommendations regarding accreditation, is forwarded to the Commission on Accreditation for final action. Interim reports are requested if programs have deficiencies (M. O'Connor, personal communication, August 1, 1988; COPA, 1987; & Harris, 1987).

American Psychological Association (APA)

APA is a specialized program accrediting body that began accrediting during 1945. It presently accredits 245 doctoral level and 342 predoctoral internship training programs throughout the United States and Canada. The timeline for the review process is five years. Reports and site visits by two to three member teams are standard with annual reports being submitted to assess continued compliance with the standards (APA staff member, personal communication, July 29, 1988; COPA, 1987; & Harris, 1987).

American Speech-Language-Hearing Association (ASHA)

ASHA is a specialized accrediting body that was established in 1965. It accredits programs that train speech and language personnel. Currently, 150 programs throughout the United States are accredited. The timeline for the review cycle is 5 years. The institutional self-study is reviewed by two professional peers. A site visit and site report are completed next and are forwarded to the final review team which is composed of two members who accredit the program (M. B. Nowinski, personal communications, July 29, 1988; COPA, 1987; & Harris, 1987).

National Council for Accreditation of Teacher Education (NCATE)

NCATE is a specialized, program accrediting body that was established in 1954 and accredits teacher education programs. Currently, it accredits 517 institutions throughout the United States. The review cycle is five years with the stipulations that specified conditions referred to as preconditions be met prior to acceptance of the written report (self-study) and site visit by a team consisting of five to six members. Yearly annual reports are required during years when site visits are not conducted. The team report developed during the site visit judges established standards for the unit and determines whether standards are met. This report is forwarded to the unit accreditation board where a subcommittee of three to four board members functions as an audit committee. They review all the information and recommend action to the unit accreditation board where accreditation is confirmed. The education unit as a whole, not specialized programs, is accredited with specialized program folios being reviewed by affiliated national professional associations (D. Gollnick personal communication, August, 1988; COPA, 1987; & Harris, 1987). The names of institutions that send folios for the affiliated national professional association review process are also listed in the NCATE Annual Directory. The affiliated national professional associations include the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), the Association for Educational Communications and Technology (AECT), the Council for Exceptional Children (CEC), the International Reading Association (IRA), the International Technology Education Association/Council on Technology Teacher Education (ITEA/CTTE), the National Association for the Education of Young Children (NAEYC), the National Association of School Psychologists (NASP), the National Council for the Social Studies (NCSS), the National Council of Teachers of English (NCTE), the National Council of Teachers of Mathematics (NCTM), and the National Science Teachers Association (NSTA). Table 1 contains a master list of accrediting bodies along with the name of the contact person and the address. Additional information including a detailed description of the accreditation process and standards can be obtained from the respective accrediting bodies.

Table One
Addresses of Accrediting Bodies

National Institutional Accrediting Bodies
Association of Independent Colleges and Schools
James M. Phillips, Executive Director
Accrediting Commission
One Dupont Circle, Suite 350
Washington, D.C. 20036

Regional Institutional Accrediting Bodies

1. Middle States Association of Colleges and Schools
   Robert Kirkwood, Executive Director
   3624 Market Street
   Philadelphia, Pennsylvania 19104

2. New England Association of Schools and Colleges
   Charles M. Cook, Director of Evaluation
   The Sanborn House
   15 High Street
   Winchester, Massachusetts 01890

3. North Central Association of Colleges and Schools
   Patsy Thrash, Director of Commission on Institutions of Higher Education
   159 North Dearborn Street
   Chicago, Illinois 60601

4. Northwest Association of Schools and Colleges
   James F. Bemis, Executive Director
   3700-B University Way, N.E.
   Seattle, Washington 98095

5. Southern Association of Colleges and Schools
   James T. Rogers, Executive Director, Commission on Colleges
   795 Peachtree Street, N.E.
   Atlanta, Georgia 30365

6. Western Association of Schools and Colleges
   Kay J. Andersen, Executive Director
   P.O. Box 9990, Mills College
   Oakland, California 94513

Table One, Continued

Specialized Accrediting Bodies

1. National Association of Schools of Art and Design
   Samuel Hope, Executive Director
   11250 Roger Bacon Drive, Suite 21
   Reston, Virginia 22090

2. American Association for Counseling and Development
   Carol L. Bobby, Executive Director
   5999 Stevenson Avenue
   Alexandria, Virginia 22304

3. American Home Economics Association
   Helen Grove, Director
   Office of Professional Education
   2010 Massachusetts Avenue, N.W.
   Washington, D.C. 20036

4. American Library Association
   June Lester, Accreditation Officer
   50 East Huron Street
   Chicago, Illinois 60611

5. National Association of Schools of Music
   Samuel Hope, Executive Director
   11250 Roger Bacon Drive, Suite 21
   Reston, Virginia 22090

6. American Psychological Association
   Paul D. Nelson, Director
   Office of Accreditation
   1200 Seventeenth Street, N.W.
   Washington, D.C. 20036

7. American Speech-Language-Hearing Association
   Billie Ackerman, Director
   Educational Division
   10801 Rockville Pike
   Rockville, Maryland 20852

8. National Council for Accreditation of Teacher Education
   Richard C. Kunkel, Executive Director
   2029 K Street, N.W., Suite 500
   Washington, D.C. 20006

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Coke

CHAPTER EIGHTEEN

ASSESSMENT IS PART Of LIFE: REDUCE FEARS, ANXIETY AND STRESS

by

John R. Zelazek

"Why assess the outcomes of higher education? The classic answer says we do it for two reasons: to find out what has been accomplished and to find out how we might accomplish it better" (Manning, 1980, p. 1). The ideal assessment would find all parties agreeing on the time-line and its potential significance. There would be no "we-they" division between the people who are conducting the assessment, the people who are undergoing it, or between the authorizing group and the group under study.

Assessment should be approved as an open ended learning situation in which everybody would profit. There is no single formula for assessment to fit everyone's needs, all units, or all possible topics. It is possible to be involved in a one-week assessment at the same time one is involved in an assessment that may last five or six years. Assessment is part of life.

The process and results of assessment are significant only if the people most directly affected really want and incorporate the outcomes (Kunkel, 1988). Some faculty or administrators display fear, anxiety, or stress when they are made aware of a future assessment. Fear, anxiety, and stress are three personality elements of faculty or administration members who usually suggest or always feel that things are not always what they seem to be. These people tend to view, or are very sure, that all of the cards are stacked against them. They tend to believe that there is usually a hidden agenda for the assessment. Typical complaints by these people range from they are wasting my time; assessment money should be put into salaries; the main reason for assessment is to increase my teaching load; to a department or department chair is about to be reallocated. Others agree with assessment regardless of what is happening. They just want change and they want it fast. These people are very stressed and are as much a problem as the aforementioned complainers.

In order to continue this discussion, definitions are necessary for the following terms: fear, anxiety, and stress.

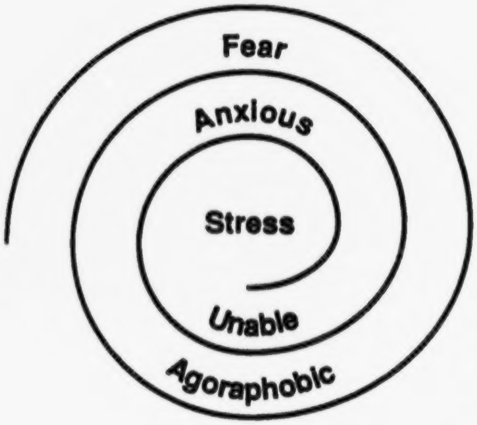
"Fear involves the perception of a stimulus as being harmful to your wellbeing" (Pargman, 1986, p. 67). Fear is stressful. Fear is the awareness of a clear and rational source of danger. You are usually overwhelmed by the situation you have been confronted with or that has confronted you. You can feel the reaction in "the pit of your stomach". An example of this would be if someone would point a loaded gun at you, or give you the full charge of writing the complete NCATE report for your institution by yourself.

On the other hand a similar feeling can be felt from an unclear source of danger. Pargman (1986) defines anxiety as "A vague form of fear which involves bodily disturbances or stress action" (p.67). For instance you have practiced your keynote speech for the faculty senate's first meeting of the year quite diligently. You are well prepared. Everyone who had a part in choosing you to make this address has already assured you that you will make an excellent presentation. Yet two hours before you are to take center stage at this event you are falling apart and are a literal mess. Your response is irrational. You are feeling stressed and are anxious. You need to understand but cannot pinpoint the internal happenings.

"Stress is an unsettling reactive experience to external factors" (Pargman, 1986, p. 66). Stress can be understood in terms of perceived performance demands, a person's awareness of the need to do something about a given state of affairs. There are four ways a person can react to the environment. These reactions can be positive, negative, supportive, or destructive. If you perceive your reactions as being negative then the stimuli are stressors. Stress is the reaction to any stimulus which results in the disruption of the homeostasis. Stress is typically negative in its consequences, and is therefore undesirable. People who have problems with time management are constantly feeling stress to get things done and usually can never meet their deadlines.

Many faculty and administrative members of higher education feel fear, anxiety, and stress on a daily basis. When these individuals are confronted with an assessment project they exhibit all of the physiological and psychological signs of the three states. Some faculty and administrators experience the full assessment vortex (See Figure 1). These individuals eventually reach their unique nadir of avoidance. Upon completion of the journey they become useless and helpless beings within the pillars of higher education.

Figure 1



Conversely, overcoming our fears, anxiety, and stress should be part of our personal and communal commitment of reaching our full human potential (Agras, 1985). "Fear, anxiety, and stress are not felt in the brain. Rather they are experienced in visceral and muscular sensation - perhaps a racing heart, stomach cramps, tense muscles, headache, and so on." (p. 61).

To try to overcome all of our fears, anxieties, and stresses on an individual basis may be an insurmountable task for most people. If this is the case practical suggestions can be made by fellow staff members to overcome the problem(s). An integrated project of unit support between and amongst individual members is necessary for the success of any unit. Attitude changes and coping strategies can bring a unit member in-line with a positive assessment viewpoint (See Figure 2). Whatever methods of intervention are selected, the first step in the process must be immediate implementation so that the goals of the unit can be achieved.

Figure 2

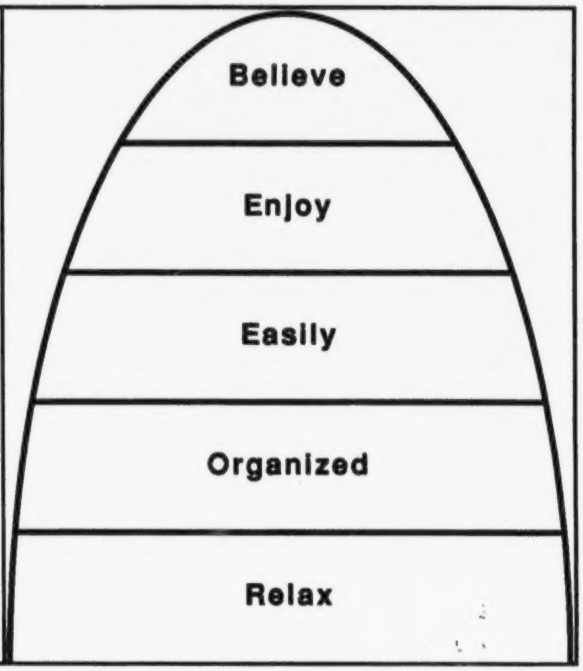
I can relax and work.

My life is organized;
I can accept criticism.

Tasks are more easily achieved.

I enjoy interaction and can work within the system.

I believe in myself, and I own a part of the assessment.



Sarason (1986) suggests through his research on fear, anxiety, and stress that there are a number of necessary life adaptations so that one can be in greater contact with the world and most especially yourself. The areas of life adaptation are as follows: Don't be afraid to take risks; turn every obstacle into a creative solution; make conscious choices in your life; set priorities; change your routines; vision what you would like to be; learn to have an optimal stress level; learn to relax; don't let criticism stop you; what are you doing today to improve yourself or your work?

Ideally an acceptable assessment system should be selected and supported by all parties involved. It seems that the solutions to the problems surrounding assessment lie with the development of various techniques of dealing with, and admitting to our personal fears, anxieties, and stresses. Our primary focus must be higher education. Everyone who works in it shares responsibility for the quality of its work, its effectiveness, and its presentation to the society.

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PART V

CLOSING DETAILS

Chapter Nineteen: THE NCA/AACTE TEACHER-EDUCATION PROJECT

Chapter Twenty: ABOUT THE 1988-1989 WORKSHOP PARTICIPANTS

CHAPTER NINETEEN

NCA/AACTE
THE TEACHER-EDUCATION PROJECT

by

Donald W. Jones

Background

For forty-one years (1947-88) the North Central Accrediting Association has sponsored the activities of its Committee on Institutions for Teacher Education and the Teacher Education Project. Throughout the forty-one-year sponsorship, many different activities have been implemented. For the past ten years the structure and direction have been provided through the Teacher Education Project, which continues to enjoy the sponsorship of the North Central Association. During the most recent years, 1979-80 continuously through 1987-88, the major activity of the project, the summer workshop, has also been sponsored by the American Association of Colleges for Teacher Education.

The most outstanding and well-known contribution of the former committee was the support and sponsorship of a Teacher Education Workshop. As a result of internal changes in the make-up of the North Central Association itself, it became necessary to alter the support structure of the project. The objectives and operation, however, have remained essentially unchanged. Some institutions have chosen to participate in the teacher-education activities repeatedly throughout the forty-one-year period.

Rationale

The activities of the Teacher Education Project have provided a significant service for the North Central Accrediting Association, and the major direction of the Teacher Education Project has been to provide desired assistance to institutions throughout the North Central Region and the nation who have chosen to avail themselves of opportunities for self-improvement. Repeatedly, reinforcement and encouragement have been provided by faculty and administrative representatives from the institutions served by the project. Each year a theme is identified that focuses upon an area of common concern. A nucleus of institutions (all accredited by the North Central Association) have felt a direct need for participation in this activity throughout its entire forty-one-year history.

Purposes and Objectives

The overall goal of the Teacher Education Project is to strengthen the educational programs of North Central Association and AACTE institutions of higher education through cooperative study and program development. The Teacher Education Project Committee achieves this goal by supporting the following objectives:

1. to provide initiative and leadership which will permit interested institutions to work jointly and cooperatively in studying programs in teacher education as well as general problems of higher education;

2. to invite broad institutional participation from throughout the NCA Region and from interested AACTE schools;

3. to provide direction to the Teacher Education Project and to maintain a constant evaluation of the project;

4. to establish and maintain appropriate working relationships with regard to project activities such as:
   a. summer "Teacher Education Workshop";
   b. "Coordinator Visits" to participating institutions;
   c. publication and distribution of the results of project activities;
   d. development of program activities for the annual NCA Meeting, the annual AACTE conference, and other national and regional meetings.

Procedures Identified

1. The project committee membership is maintained by filling vacancies from participating institutions. The Teacher Education Project Committee is comprised of from five to nine members. The normal term is five years.
2. The Teacher Education Project Committee selects a chairperson and determines the total activities that will be included in the Teacher Education Project. The chairperson of the Teacher Education Project Committee serves as the director of the project.
3. The Teacher Education Project Committee serves as the board of directors.
4. Each year the Teacher Education Project Committee evaluates the project activities and makes appropriate recommendations.

Personnel

There have been no full-time personnel associated with the project at any time in its entire forty-year history. All activities of the Teacher Education Project Committee and the project have been voluntary. Many of the expenses of the summer workshop, including the personnel associated with this activity, have been largely assumed by the participating host institution. Project coordinators are chosen from the list of past workshoppers; they are not paid for their services except for expenses and a modest stipend.

Target Group

The primary targets of the goals of the Teacher Education Project have been institutions of higher education. The direct services to the institutions electing to participate are obvious. In addition to the direct target services, publications supported by the committee are available to all institutions of higher education on an "at cost" basis.

The workshop goals serve both faculty and administrators from participating institutions. Of course, the entire teaching profession is also served by the annual focus upon a critical problem relating to teacher education. Through the continued use of optional coordinator visits (as well as the alternatives presented in the project description), all participating institutions gain additional benefits.

Sponsorship and Direction

Members of the Teacher Education Project Committee are selected from participating institutions. Present members of the committee are

CLYDE CAMPBELL	President, West Liberty State College West Liberty, West Virginia 26074 1984-85 through 1989-90
DONALD DESELMS	Vice President, Chadron State College Chadron, Nebraska 69337 Emeritus
F. CLARK ELKINS	Formerly University Relations and Development at Northern Arizona Univ. 3004 Hillridge Cove Jonesboro, Arkansas 72401 Emeritus
WAYNE HUDDLESTON	Formerly Vice President Academic Affairs, The School of the Ozarks 1409 E. Brentrap Tempe, Arizona 85283 Emeritus
DARLENE MILLER	Dean, School of Social & Prof. Studies Anderson University Anderson, Indiana 46012 1985-86 through 1990-91
ED. M. ELLIOTT	President, Central Missouri State Univ. Warrensburg, Missouri 64093 1988-89 through 1993-94
MOSSIE RICHMOND	Vice President for University Relations Arkansas State University State University, Arkansas 72467 1986-87 through 1992-93
DONALD W. JONES (chair)	Professor, Secondary, Higher and Foundations of Education Ball State University Muncie, Indiana 47306 1985-86 through 1990-91

The North Central Association Teacher Education Project Committee is responsible for finances of the project, for determining major policy, and for general supervision and direction of the project.

Project Activities

Summer Workshop

The annual summer workshop is regarded as a valuable means of helping staff members from participating colleges and universities prepare for leadership in directing institutional development and improvement, in initiating such programs, and, in general, in facilitating cooperative thinking and sharing with reference to the improvement of teacher education. **Consequently, each participating college is expected to send a representative to the workshop every summer.**

Each summer workshop is devoted to intensive consideration of the problems that concern the individual colleges. Workshops also include a period for training the leaders needed for continued study of problems by individual colleges during the year. Each year a report containing proceedings of the summer workshop is distributed to the participating colleges; it is available nationally for purchase at cost.

The published workshop report provides considerable insight into the processes and outcomes of the workshop, but at the same time, what is perhaps the most significant outcome of the activity is not recorded at all within the pages of the proceedings. This outcome consists of the change that is effected within the workshoppers themselves as a result of the three weeks of intensive struggle with the particular problems of their own institutions. They consult with experts and examine the professional literature on these problems, and they exchange information and experiences with the representatives from other institutions at the workshop concerning common problems. Realizing the fundamental importance of systematic study of institutional problems and broadening or putting to the test their appreciation of colleagues in disciplines other than their own are also emphasized. Many facets of institutional operation and the tasks and challenges of higher education as a whole rather than simply one's own institution become apparent. Indeed, one fundamental purpose in operating the workshop is to produce these personal gains.

Over a period of several years some colleges have accumulated a group of faculty and administrators, who, having had the workshop experience, constitute a powerful nucleus for providing leadership and direction not only in institutional research, but also in other phases of operation. Such a nucleus in the faculty can mean the difference between a dynamic academic atmosphere and a dead one, between active efforts to face real needs for change and a satisfaction with the status quo, between a closely knit staff that operates harmoniously and one that has noticeably divided itself between faculty devotion beyond the call of duty and the performance of only necessary tasks. For these reasons some colleges have sent two representatives to the workshop.

Participation in the program for 1988-89 required a contribution of $650 per year from each member college or individual participant. This participation fee is used to cover expenses of the workshop, and includes registration expenses for one institutional representative to the Teacher Education Workshop and housing costs for the workshopper. This amount does not cover the food and transportation costs for those attending the summer workshop. It is expected that each college will establish local policies regarding such expenses. Staff costs for the workshops are assumed by the cooperating host university through registration in the workshop. The project fee is payable on or before July 15, preceding the academic year to which it applies.

Publications

The publication of a report on significant developments of the workshop program is one basic goal of the project. Special emphasis is given to each of the various workshop activities together with specific illustrations of workshopper projects. These reports of the summer workshops are regular publications of the Teacher Education Project and are distributed to member institutions. Titles of the publications are

1970-71	Human Relations in Teacher Education
1971-72	Innovations in Human Relations in Teacher Education
1972-73	Performance-Based Teacher Education
1973-74	PBTE: Selective Retention
1974-75	Leadership in Teacher Education: The Dependent Variable for Change
1975-76	Continued Professional Development of Practicing Teachers: What Roles for Institutions of Higher Education?
1976-77	Evaluation in Teacher Education
1977-78	Accountability in Teacher Education

1978-79	Undergraduate Education: The Preparation of Teachers
1979-80	The Full Range of Professional Laboratory Experiences for Educational Personnel: Imperatives for the Future
	Teacher Education Centers to Provide New Roles for Higher Education
1980-81	Multi-Cultural/Multi-Ethnic Education (Ball State)
1981-82	Multi-Cultural/Multi-Ethnic Education (Northern Arizona)
1982-83	Leadership and Governance in Teacher Education
1983-84	Revitalizing Teacher Education in the Mid 80's
1984-85	The Human Dimension of Teacher Education for the 21st Century
1985-86	Designing Contemporary Teacher Education Curricula
1986-87	Designing the Knowledge Base for Teacher Education
1987-88	Professional Knowledge Base: NCATE Approval

CHAPTER TWENTY

ABOUT THE 1988-1989 WORKSHOP PARTICIPANTS

by

Donald W. Jones

Name	Institution
Joann Bass	School of the Ozarks
Randy Bass	School of the Ozarks
Mary Jane Bradley	Arkansas State University
Fredda Carroll	Arkansas State University
Vertie Carter	Arkansas Baptist
Valerie Colyard	University of Arkansas - Pine Bluff
Barbara Jones	Anderson University
Kenneth Moore	Cameron University
Billie Jo Rieck	West Liberty State College
Janice Schnoor	Northern Arizona University
Jerol Swain	Southern Baptist
John Zelazek	Central Missouri State University

ABOUT OUR WORKSHOPPERS

JO ANN BASS
The School of the Ozarks
Assistant Professor of Education
Teaches Child Growth and Development; Lang. Arts Methods; Content Reading; Reading and Soc. Studies Methods; Childrens Literature (1 year)
Prior Teaching: Berry College, GA.; Cleveland State Community, TN Reinhardt College, Waleska, GA University Georgia, Athens 15 years public schools (elem.)
Degrees: Ed.D; Ed.S. M.Ed Univ. of Georgia; B.S. Univ. of TN
Member: IRA; Society for Accelerative Learning & Teaching (SALT); Mo. St. Teacher's Asso.; Phi Delta Kappa
Research: Involving stress reduction (relaxation techniques) with teaching
Publications: 3 articles past year in Journal of Society for Accelerative Learning and Teaching
Recent Professional Effort: Preparing for four new courses last fall
Interests: Traveling; watching boats and fisherpersons on Lake Taneycomo

RANDY BASS
The School of the Ozarks
Associate Director Admissions
Recruiting; publications; research (6 months) Interested in Continuing Education; retention; student advising
Prior teaching: McDonough, GA; Winder, GA; Monticello, GA; (jr. high English, science and football; Reinhardt College - freshman comp.
Degrees: B.S. Middle Tenn. State; M.S. Univ. of Georgia; Ed.D Univ. GA
Member: AACRAO; MACRAO;NACAC (admissions organizations); Society for Accelerative Learn. & Teach.

RANDY BASS, CONTINUED
Research: Colleges with work programs; accelerated learning tech.; index combining academic preparation, high school GPA and ACT
Publications: Using Suggestive-Accelerative Learning and Teaching in a First Grade Classroom - Journal of Society for Accelerative Learning and Teaching (in press)
Recent Professional Effort: Putting together a unified package of admissions materials
Interests: reading; writing; photography; woodworking; antique restoration

MARY JANE BRADLEY
Arkansas State University
Instructor of Secondary Education
Teaching professional studies courses for secondary ed. majors;
Interested in teaching strategies/ instructional models; reading; gifted and talented education; classroom management; School public relations
Prior Teaching: Hoxie Public School Ass't Principal; Chapter I Coordinator and Gifted and Talented Coordinator; classroom teacher
Degrees: BSE, MSE, and Ed S Arkansas State University
Member: Phi Delta Kappa; Kappa Delta Pi; Nat'l Staff Development Council; Ark. Network Staff Dev.; International Reading Assoc.; Assoc. for Gifted/Talented Ed.; Alpha Delta Kappa
Research: Superintendents' School Advocates
Published: Article - "Arkansas Superintendents Help Choose the Most Influential School Advocates" (in press)
Recent Professional Effort: Helping to develop and implement two levels of field experiences - Early Awareness and Mid Level.

MARY JANE BRADLEY, CONTINUED
Interests: Shopping; reading; swimming; walking, twins and multiple births

FREDDA CARROLL
Arkansas State University
Assistant Professor
Teaches Intro. to Elem. Teaching; Supervises student teachers; advisement
Interested in special education-mental retard; Behavioral disorders; El. Ed. teachers, classroom mgt. supervision of student teachers
Prior Teaching: special ed (K-6) five years; Ass't Prof. East Texas State Univ.; Ark. Dept. of Ed. (area supervisor); Head Start Supervisor
Degrees: BSE and MSE - Arkansas State Univ.; Ed D - George Peabody College/ Vanderbilt Univ.
Member: Phi Delta Kappa; Nat'l Head Start Ass'n; Ass'n for Supervision & Curriculum Development
Recent Professional Effort: Supervising eighteen student teachers (spring 1988) & working with cooperating teachers/principals; Supervising development of a Head Start facility
Interests: music (collecting & listening); shopping; antiques; collecting old books

VERTIE LEE CARTER
Arkansas Baptist College
Professor of Education
Teaches education courses, Chairman Teacher Ed. Committee for NCA 18 years; Director of Student Teaching 18 years.
Interested in serving as consultant to Teacher Ed. and Director of Student Teaching
Prior Teaching: Elementary teacher and Principal; Chairman Teacher Ed; Director of Student Teaching
Degrees: B.S.- A.M.& N College; M.S.- Univ. of Ark.; ED.D.-North

VERTIE LEE CARTER, CONTINUED
Texas State University
Research for D.O.E.; History of Ark. Baptist College (author)
Member: Phi Delta Kappa; AACTE; ATE; Adult Ed.; AAACE; Ark. Asso. Adult & Continuing Ed.; American Asso. Adult & Continuing Ed.
Publications: How to get a Career Job; Ark. Baptist College: A Historical Perspective; In Process: Yerger High School (History); A Walk After Midnight.
Recent Professional effort: Organized a school for adults, which is a "feeder" for Arkansas Baptist College
Interests: reading, playing bridge, shopping, gardening, cooking, sewing.

VALERIE COLYARD
University Arkansas Pine Bluff
Coordinator Vocational Teacher Education and Home Ec. Teacher Education
Administers Voc. Ed. Program; teaches methods; supervise student teachers; review curricula; advise; inservice (1 and 1/2 years)
Interested in single/step-parent families; dropout prevention
Prior Teaching: 6 years high school Jamaica, West Indies; 2 years high school - Cayman Islands
Degrees: BS, M.Ed, Ed.S, from Tuskegee University; Ph.D - Iowa State Univ.
Member: Amer. Home Ec. Assoc.; Amer. Voc. Ed.; Phi Delta Kappa; AACTE/NEA; Kappa Delta Pi
Research: Single and step parent families; Currently involved in two projects - microteaching and expanding vocational teacher education
Recent Professional Effort: Accepted position of Coordinator of Vocational Teacher Education; Participated in National Teacher Education Institute
Interests: reading, tennis, sewing, traveling, bicycling

BARBARA JONES
Anderson University
Chairperson, Education Department
Director of Elementary Student Teaching, Director of Early Childhood Programs, Professor of Reading
Interested in Meaningful Field Experience, Early Childhood Education, The Reading/Writing Connection
Prior Teaching: Ball State-Supervisor of Field Experiences, Burris Laboratory School-3 grade, Indiana State Dept of Public Instruction-Reading Consultant Public Schools in Ohio-(Grades 2, 4, 6)
Degrees: Ed.D. from Ball State Univ.
M.A. from The Ohio State University
B.A. from West Liberty State College
Member: NAEYC; ASCD; IRA;INAEYC; NCTE.; IATE; ATE; IPR;
Recent Professional Effort: State accreditation writing and implementing two grants which included workshops, with public school
Interests: walking, reading, shopping, sports (viewer not participant), travel

KENNETH MOORE
Cameron University
Coordinator of Field Experiences
Coordinate Student Teaching; Coordinate Field placement; Teaching
Prior Teaching: Math/Science methods Secondary methods, Classroom management, Generic Teaching Skills/Field Experiences
Degree: Ed.D from University of Houston; MSE and BA from Wichita State
Member: AACTE; NCTM; ATE; NSTA; AETS; ASCD; SWAETS;
Research: Reform in Education
Publications: Classroom teaching skills: A primer, Random House; Reform in Teacher Education
Recent Professional Effort: Publication of generic skills textbook
Interests: karate, tennis, reading

BILLIE JO RIECK
West Liberty State College
Chairperson, Dept. of Professional Education, Professor of Reading, Language Arts, Curriculum and Methods
Direct, elementary and secondary education programs, responsible for a accreditation reports, chairs Teacher Education Committee. Serves as expert on state policies, maintains all education student files. (20 years at West Liberty State College, Chairperson for 10 years)
Prior Teaching: West Virginia public schools-elementary, secondary and assistant guidance counselor; taught graduate reading courses for West Virginia University
Degrees: Post Graduate -Ball State, Western MI; EdD and MA - West Virginia University, BA - West Liberty State College
Member: International Reading Asso., College Reading Asso., Kappa Delta Pi, AACTE- College Rep.
Research: Follow-up study of 3 years (1984-1987) of teacher education graduates from WL, compiling data from results of PPST and CST tests.
Publications: Reviewed book on reading Research Journal of Reading Psychology; Review Language Arts textbooks for Harper & Row
Recent Professional Effort: Served on the NCA Steering Committee for West Liberty accreditation visit; conducted 3 year graduate follow-up survey
Interests: tennis, flying, reading, eats, sewing, aerobics,

JANICE SCHNORR
Northern Arizona University
Professor
Teaching, Grant Administration, Program Development
Interested in special education, learning disabilities, rural ed., recruitment & Retention of teachers, multicultural education, Native American emphasis; microcomputer education

JANICE SCHNORR, CONTINUED

Prior Teaching Research: Univ. of California Santa Barbara, Mesa College, University of Arizona, Baraboo, Schofield, Wausau, Neenah, Wis Public Schools
Degrees: BA and M.S. - University of Wisconsin, Oshkosh, PH.D. - University of Arizona
Member: Council for Exceptional Children, Div. for Learning Disabilities, Div. for Mental Retardation, Teacher Education Div., Div. for Technology and Media, Kappa Delta Pi
Research: Microcomputer applications in classroom and teacher and student performance, Native American perceptions of handicap
Publications: Project TEECH- Univ. of California Santa Barbara Academic Therapy
Recent Professional Effort: Sabbatical research project, studied teacher and student behavior during computer use.
Interests: hiking, fly fishing, backpacking, mountain biking, traveling

JEROL SWAIM

Southern Baptist College
Vice-President for Academic Affairs
Really Academic Dean and Registrar, Institutional Research
Prior Teaching: English, History in high school, History and Social Studies at Southern Baptist College
Degrees: BA- University, MA- George Peabody Univ., Ed.D- Memphis State Univ.
Member: AACRO. ARK AACRO, ARK Dean Association
Research: for implementing general business degree, elementary education degree
Recent Professional Effort: Southern Baptist College have gone from junior college to senior college status, directing all the self-studies for NCA and implementing new 4 years degree plans
Interests: woodworking, camping, traveling, leading tour groups in U.S. and abroad

John R. Zelazek
Central Missouri State University
Coordinator of Field Experience,
Assistant Prof. of Secondary Ed.

Job responsibilities: Coordinate field experience placement of all field exp. Chair, Teacher Education Assessment Committee; Teaching Assignments; Undergrad- Foundations of Education, Early Field Experience -Elementary/Secondary Graduate- Improvement of Teaching Education in the social order

Interested in supervision of instruction, mentors, learning styles

Prior Teaching: 1 yr- Central Missouri State Univ., 1 yr - Univ. of Hawaii, 4 yr- Univ. of New Mexico; 1 yr- Univ. of Albuquerque; 5 yr Valley City State College; 3 yr-Laramie Jr. High School

Degrees: PH.D.- Univ. of New Mexico; M. A. - Chicago State; B.S.- Western Illinois

Member: PDK, ATE, ASCD.

Research: Adult Basic Ed. - Graduate Learning Style- Univ. of New Mexico; Undergraduate Learning Styles- Univ. of Hawaii; Learning Styles-Undergraduate Central Missouri State Univ.;

Recent Professional effort: coordinate the Elementary Programs at CMSU; using a "Graduates Entry" Approach to the Profession; designed-4 Guidebooks and one full new course

Interests: golf, walking, biking, skiing, garden

NCATE
GLOSSARY

ACCREDITATION: Accreditation is a process for assessing and enhancing academic and educational quality through voluntary peer review. NCATE accreditation is the process by which a professional education unit is recognized by the profession as meeting national standards for the content and operation of the unit.

ACCREDITATION WITH STIPULATIONS: Accreditation with stipulations is an NCATE accreditation status that specifies critical deficiencies within the professional education unit that must be corrected within a specified timeline before the institution can be granted full accreditation status. If those critical deficiencies are not corrected within the specified timeline, the institution's accreditation is revoked.

ADVANCED PROGRAM: An advanced program is a postbaccalaureate degree program for the advanced preparation of teachers and other professional school personnel. Graduate credit is commonly awarded. Master's specialist and doctoral degrees are included, as well as non-degree certification programs offered at the graduate level.

BASIC PROGRAM: A basic program is college or university program for the initial preparation of teachers. The courses commonly lead to a baccalaureate degree; exceptions may include the MAT or other extended programs designed to prepare teachers for initial certification.

CAMPUS-BASED EXPERIENCES: Campus-based experiences are those that are provided on the campus of the higher education institution and include, but are not limited to, simulation activities, learning laboratories, microteaching clinics, demonstration centers, laboratory schools, and experiences with instructional technology.

CAMPUS-BASED SUPERVISOR: The college or university faculty member(s) assigned to supervise clinical and field-based experiences for basic and/or advanced programs is a supervisor of clinical and field-based experiences.

CERTIFICATION: Certification is the process by which a non-governmental agency or association grants professional recognition to an individual who has met certain predetermined qualifications specified by that agency or association.

CLINICAL EXPERIENCES: Clinical experiences are those that are characterized by careful planning, stipulated goals, required activities, projected performance levels and evaluation of growth. Included are microteaching clinics, participation experiences, skill development clinics, and use of instructional technology and/or computers. These are conducted both as school based and campus based experiences. Activities not meeting the criteria for clinical experiences might include general observations, voluntary community service, orientation visits, teacher aiding, and periodic visitations to educational settings.

CONTINUING ACCREDITATION: Continuing accreditation status is granted after an institution has been initially accredited by NCATE and continues to meet NCATE'S requirements for accreditation. Continuing accreditation requires institutions to file annual reports, have data reports reviewed by the Unit Accreditation Board every three years, and host an on-site Board of Examiners team every five years.

CRITERIA FOR COMPLIANCE: Criteria for compliance are specific elements that clarify an NCATE standard. Institutions should present evidence for addressing all criteria for compliance to enable the Board of Examiners team to make informed and accurate judgments about whether a standard is met.

CULTURAL DIVERSITY: Cultural diversity refers to the cultural backgrounds of all students and school personnel with particular emphasis on their ethnicity, race, religion, socioeconomic status and sex.

DEAN, DIRECTOR, OR CHAIR OF EDUCATION: For the purposes of NCATE accreditation, the individual designated to represent the professional education unit is the dean, director or chair of education. The person should be delegated the authority and responsibility for the overall administration and operation of the professional education unit.

EDUCATION STUDENTS: Education students are individuals who have elected to pursue programs for the preparation of teachers or other professional school personnel. They include those students who seek initial certification or licensure, major in education, and/or in advanced professional education programs.

EXCEPTIONAL POPULATIONS: Exceptional populations are comprised of students who possess physical, mental, or emotional exceptionalities which may necessitate special attention by school personnel.

EXTERNAL PROGRAM REVIEW: External program review is the evaluation of the operation, scope, and quality of professional education programs by an individual, team, or agency not connected directly to the college/university. Examples of external program reviews would be evaluations from experts in a program area, a state program approval visit, and follow-up studies of graduates and their employees.

FACULTY DEVELOPMENT: Faculty development is the provision of opportunities for faculty to develop new knowledge and skills through inservice education, sabbatical leave, travel support, summer leave, intra- and inter-institutional visitations, fellowships, work in P-12 schools, etc.

FACULTY IN PROFESSIONAL EDUCATION: Faculty in the professional education unit are those persons who teach one or more courses in professional education, provide professional services to education students (e.g., advising or student teaching supervision), or administer some portion of the professional education unit.

FIELD-BASED EXPERIENCES: Field-based experiences are those that are conducted at a school site, a school administration center, a school clinic, or community agency. These experiences might include classroom observations, tutoring, assisting school administrators or teachers, participation in school and community-wide activities, student teaching, and internships. Planning is shared by the professional education unit and the appropriate agency.

FULL-TIME FACULTY: Full-time faculty in the professional education unit are personnel who are employed by an institution of higher education with full-time assignments within the unit as instructors, professors at different ranks, administrators, or other professional support personnel (e.g., student teaching supervisor or advisor).

GLOBAL PERSPECTIVE: A global perspective is the recognition of the interdependence of nations and peoples and the interlinking political, economic, and social problems of a transnational and global character.

GOVERNANCE: Governance addresses responsibility for basic policy development, program initiation, on-going evaluation, leadership and coordination with other campus units, the maintenance and support of all professional programs, selection and evaluation of faculty, and fiscal matters. Governance establishes ultimate accountability for the quality of programs in professional education and the quality students who are graduated from professional programs.

INITIAL ACCREDITATION: Initial accreditation status is granted by the Unit Accreditation Board after the first successful on-site Board of Examiners visit under the NCATE standards initially adopted in October 1985. Beginning in Fall 1988, all institutions seeking accreditation or reaccreditation must undergo an initial accreditation visit.

INQUIRY: Inquiry is the active involvement in ones's academic or specialty area. This involvement could range from knowledge generation to exploration and questioning of the field. It includes, but is not limited to, research, publishing, inservice training, speeches, study, attendance at conferences, and participation in professional associations.

INSTITUTIONAL REPORT: An institutional report is a written report prepared by the institution seeking accreditation. It is a qualitative and quantitative self-study of the professional education unit, including its curricula, students, faculty, and governance. A primary purpose of the institutional report is to describe how the professional education unit meets the NCATE standards.

INTERNAL PROGRAM REVIEW: Internal program review is the evaluation of the operation, scope, and quality of professional education programs by an individual or committee within the college/university. It would include self-studies by faculty in the program area and evaluations of a program that is conducted by an interdepartmental or interschool committee.

LICENSURE: Certification/licensure is the official recognition by a state governmental agency that an individual has met state mandated requirements and is, therefore, approved to practice as a duly certified/licensed educator in that state. Licensure is used synonymously with certification by many states.

MODEL: A model for professional education is a coordinated and articulated system or design for the preparation of professional school personnel that has a knowledge base to support it. A professional education unit might adopt one or more models to undergird its programs. Models might be based on direct instruction, cognitive development, individual differences, cultural diversity, reflective teaching, effective schools, behaviorism, etc.

MULTICULTURAL PERSPECTIVE: A multicultural perspective is a recognition of (1) the social, political, and economic realities that individuals experience in culturally diverse and complex human encounters and (2) the importance of culture, race, sex and gender, ethnicity, religion, socioeconomic status, and exceptionalities in the education process.

PART-TIME FACULTY: Part-time faculty are individuals who are employed by an institution of higher education for less that a full load assignment in the professional education unit. Some part-time faculty are full-time employees of the college or university with a portion of their assignments in the professional education unit. Other part-time faculty are not full-time employees of the institution and are commonly considered temporary employees and not eligible for tenure consideration.

PRACTICUM: The practicum is an intensive experience in which education students practice professional skills and knowledge. Student teaching and internships are examples of a practicum.

PRACTITIONER: A practitioner is a professional educator who is currently employed as a certified teacher, supervisor, administrator, counselor, school psychologist or other professional school personnel in the P-12 setting.

PROFESSIONAL EDUCATION FACULTY: Faculty in the professional education unit are those persons who teach one or more courses in professional education, provide professional services to education students (e.g., advising or student teaching, supervision), or administer some portion of the professional education unit.

PROFESSIONAL EDUCATION UNIT: The professional education unit is the college, school, department or other administrative body within the institution that is primarily responsible for the preparation of teachers and other professional education personnel. Not all of the programs for the preparation of school personnel need to be administratively located within the unit. However, the NCATE standard on governance requires that all professional education programs are organized, unified, and coordinated by the unit.

PROFESSIONAL EDUCATORS: Professional educators are individuals who are engaged in some aspect of the teaching/learning enterprise. Included are teachers, supervisors, administrators, and other professional education personnel who hold valid licenses to practice in one or more of those roles. Also included are professors and administrators in colleges and universities.

PROFESSIONAL STUDIES (PROFESSIONAL EDUCATION): Professional studies is that portion of the total preparation program that prepares education students to work effectively in their professional education roles. Sometimes referred to as professional education it includes pedagogical, theoretical, and practicum studies.

PROGRAM: A program is the sequence of courses and experiences in general, specialty, and professional studies required by a college/university for the preparation of professional education candidates to teach a specific subject or academic area, to provide professional education services (e.g., school psychology or counseling), or to administer schools. A program area could be a major in education; it also could be a major in an academic area with professional education requirements for licensure. In many cases, the program sequence leads to licensure to practice in a specific state. Programs offered in professional education are usually described in the college/university catalog. NCATE considers endorsement areas as programs.

PROGRAM APPROVAL: Program approval is the process by which a professional education program is recognized by a state as meeting state standards for the content and operation of such programs.

SCHOLARLY PERFORMANCE: Scholarly performance is the active involvement in one's academic or specialty area. It is demonstrated by faculty through such activities as research, articles published in refereed journals, program evaluation studies, documentation of on-going activities, grant-seeking, or presentations at professional meetings.

SCHOOL-BASED EDUCATORS: A certified professional practitioner who teaches, administers or otherwise serves students enrolled in preschool, elementary, junior high/middle, or secondary schools is a school-based educator.

SCHOOL-BASED SUPERVISOR: A school-based supervisor is a licensed practitioner who provides on-site supervision and direction for education students during field-based assignments. Frequently called cooperating teacher or cooperating supervisor, they must be certified and experienced in the area in which supervision is provided.

SPECIALTY STUDIES: Specialty studies are the sequence of courses and experiences in the academic or professional area that the education student plans to teach, for the grade level at which the student plans to teach, and/or for the services that the candidate plans to provide. Examples of specialty studies include science, elementary education, counseling, principalship, reading, and physical education. For some specialty studies like elementary education or curriculum and instruction, the specialty and professional studies components are integrally interlinked.

STATE APPROVAL: State approval is a governmental activity requiring all professional education programs within a state to meet standards of quality so that their graduates will be eligible for state certification. It is synonymous with program approval.

STRENGTHS: If the unit exhibits features or characteristics that add to its overall quality or cause it to excel at meeting a standard, these characteristics or features are considered strengths. These strengths will be included in the report of the Board of Examiners team.

STUDENT TEACHING: Student teaching is an in-depth, direct teaching experience conducted in a school setting. It is considered a culminating field-based experience for the basic teacher preparation program. NCATE criteria stipulate that the full-time assignment must be for at least ten weeks and that the experience shall be supervised by both a college-based and a school-based supervisor.

TEACHER EDUCATORS: Teacher educators are professional educators who serve as the training arm of the teaching profession. In addition to areas of specialization, these faculty demonstrate knowledge of and commitment to general teacher preparation. Included are faculty in professional education units and school-based practitioners who serve as supervisors of practicum students during early experiences and student teaching.

TERMINAL DEGREE: The terminal degree is the highest level of educational attainment expected for full participation in a given endeavor. For the field of professional education, the Ed.D. and the Ph.D. are terminal degrees.

UNIT ACCREDITATION: Unit accreditation is a process that guarantees that critical aspects of the professional education unit are reviewed and evaluated as a basis for determining NCATE accreditation. The total professional education unit, not individual programs offered by the unit, is evaluated for NCATE accreditation. A composite assessment of the unit guides NCATE accreditation actions. NCATE does render separate unit accreditation decisions for the basic and advanced levels.

WEAKNESSES: If the unit fails to meet a standard, or does not address a compliance criteria, or exhibits features or characteristics that detract from the effectiveness of the unit, the lack or ineffectiveness of these areas are considered weaknesses. These weaknesses will be identified in the report of the Board of Examiners and in the official NCATE action letter.

Susan Barnes
Daniel Beach
Kerry Davidson
David Imig
Richard Kunkle
Thurston Manning
Marjorie Pike
James Rogers
John Spraggins
Patricia Thrash

Redesign
Pre-Conditions
Institutional Report
Board of Examiners
Program Approval
Visting Team
Total Institution
Institutional Report